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1827, by John Clendinning, M.D., Oxon, F.R.S., Physician to the Infirmary. (See vol. vii. p. 292.)

15. Notes on the Reports of the Health of Towns Commissioners, by T. Laycock, M.D. Physician to the York Dispensary.

16. State of Education in York, exhibited by Tables, the results of Inquiries made by a Committee of resident Gentlemen. (Included in the present volume.)

An application was made by the Committee of the Section, through its President, to the Council of the Association, for a grant of 40*l.* to be applied in elucidation of the Statistics of Sickness and Mortality at York; which sum it was accordingly resolved by the Council to place at the disposal of a Sub-Committee of the Section, in the name of Dr. Laycock.

At the concluding meeting of the Sectional Committee, at which this favourable consideration of its application to the Council was announced, the Members present came to the unanimous resolution, "That it is essentially necessary to the elucidation of various important questions of economical science, that the statistics of agriculture and mining be accurately collected." They then proceeded to the consideration of the existing state of the registration of data designed to exhibit the movement of the population in England and Wales; and though unable in that late stage of proceedings to submit their views to the Council of the Association, adopted a series of resolutions suggesting some important amendments.

Statistics of the Educational Institutions of the East India Company in India. By LIEUTENANT-COLONEL W. H. SYKES, F.R.S.

THE Government educational institutions in India date comparatively from so recent a period, that the most ancient amongst them (with the exception of the Sanscrit College at Benares), the Hindoo College at Calcutta, was only in its 28th year in 1844; and very many of them are only of two or three years' standing. A gradual progress, however, is manifest, both in the number and character of these institutions; and though the time is far—very far—distant when they will be commensurate with the wants of the people, yet a perseverance in the benevolent and politic activity, which has evidently been strengthening of late years, will ultimately fully realize, there can be little doubt, the objects contemplated—a healthy, moral, and intellectual standard in the native mind, and a bond of union between the governors and governed, by sympathies and tastes in common, derived from a common knowledge. For some time much embarrassment was experienced by the Bengal Government, and the progress of education was retarded, by the conflicting opinions of able and zealous partisans of the respective advantages of teaching the natives of India the science and literature of Europe through the medium of the English language or through the medium of the vernaculars. The English system obtained at first, and held its ground from the want of vernacular class-books; but latterly various translations of English scientific and literary works have been made, and are making; and it will be observed that most of the schools have now an English and Oriental department, in which, to a certain extent, both systems can be pursued.

The following details are derived from the official reports of the several Boards of Education to their respective Governments from the years 1835-6 to 1843-4 inclusive ; and I shall notice these reports in the order in which the Presidencies in India are usually ranked, namely, Bengal (including the North-west Provinces or Agra Government), Madras, and Bombay. I must premise that the earlier reports are comparatively meagre ; I shall prominently notice, therefore, the Bengal reports, which embrace 1842-3 and 1843-4, and those from Bombay, which come down to 1841 and 1842, and must confine myself to that from Madras for the year 1843, which was its second report.

Bengal.—All the educational institutions under the Bengal Presidency, including the Agra Government, up to the 30th April, 1843, were under a general committee of public instruction sitting in Calcutta. At that date it was thought expedient that the institutions should be brought more directly under the control of the Government itself ; the general committee was abolished ; the institutions in the North-west Provinces were separated from those in Bengal and placed under the Lieutenant-Governor of those provinces. A Council of Education was established in Calcutta for the immediate superintendence of the colleges and schools at Calcutta and Hoogly, and to aid and advise the Government ; but the whole of the institutions, both in the Bengal and Agra Governments, were directed to address their reports to the Government of India in the general department. The only report, however, received from the North-west Provinces since the separation relates to financial matters ; my details, therefore, for 1842-3 will relate to the condition of the institutions of both Governments, while for 1843-4 they will be confined to the Bengal Presidency.

The Council of Education, on the 30th April, 1842, consisted of the President of the Indian Law Commission, the Indian Law Commissioner, the Secretary to Government of Bengal, the Secretary to the Indian Law Commission, the Superintendent of the Eye Infirmary, two Hindoo gentlemen, and the Secretary to the Council.

The institutions under the inspection of the Council on 30th April, 1843, consisted of 6 in Calcutta, namely, the Hindoo College and auxiliary Patsala, School Society's School, Medical College, Mahomedan Madressa, and the Sanscrit College ; at Hoogly there were 5, namely, College of Mahomed Mohsin, Hoogly Branch School, Hoogly Infant School, Seetapoor School, and Ummerpoor School. In the provinces under Bengal there were 25, namely, Bancoorah Probational School, Jessore School, Dacca College, Commillah School, Chittagong School, Bauleah School, Burrisaul Probational School, Sylhet Probational School, Cuttack School, Midnapoor School, Gowhatty School ; Gowhatty branch schools at Nilachol, Panda, Beltulla, Amingong, and North Gowhatty ; Seebaugor School, Akyab School, Ramree School, Moulmein School, Tavoy and Mergui branch schools, Patna School, Bhaugulpoor School, and Bhaugulpoor-hill School. In the North-western Provinces there were 15, namely, Benares Sanscrit College, Benares English Seminary, Benares Branch School, Ghazepoor School, Allahabad School, Saugor School, Jubbulpoor School, Azimghur School, Goruckpoor School, Agra College, Delhi College, Bareilly School, Meerut School, Furrackabad School, and Ajmere School. The total number of educational institutions under the Bengal Presidency amounted therefore to 51 for a population of more than 70 millions of souls.

The period embraced in the first report, which I shall more particularly notice than its predecessors, although I will endeavour to give a view of the annual progression of the institutions, is from the 30th April, 1842, to the 30th April, 1843, and the second report is from the 1st May, 1843, to the 30th April, 1844.

Vernaculars.—The vernacular languages taught in the respective schools, according to the part of the country in which they are located, would appear to be Oordoo, Hindee, Bengali, Oorya, Mug, and Burmese.

The Council superintend personally the institutions at Calcutta and Hoogly, and did regulate the others through local committees; but Government has now taken the direct control into its own hands. Nevertheless, the Council feel it to be their duty to state their full conviction that, “unless a minister of public instruction, with properly qualified inspectors, or a council, with secretary and inspectors, be appointed, the duties of the general educational department cannot be fully or uniformly provided for.” Of the justness of these observations no reflective person can doubt.

The colleges are divided into two departments—the junior or elementary, and the senior; each department is composed of classes, the studies of which are graduated. When the pupils of any class are too numerous for one master, it is subdivided into sections. No class or section of a class consists of more than 40 scholars in the junior department; and in the senior department, of not more than 30 scholars. Masters are selected at public examinations, and assistant teachers are chosen from those pupils who have distinguished themselves in the colleges and schools. But the educational system in Bengal labours under the disadvantage of the want of normal schools, and an organized system of inspection or examination, or even adequate local superintendence, in regard to teachers after appointment.

The several colleges and institutions are respectively supplied with European and native masters and tutors in furtherance of the specific objects contemplated in each foundation; and inducements are held out for the acquisition of the higher branches of knowledge by the foundation of scholarships of different values, tenable for a greater or less length of time. And the Council make it a condition with the candidates for these scholarships that they shall be thoroughly versed in the vernacular on their becoming candidates, on the ground that they would otherwise be unable to communicate to their countrymen the knowledge they had derived from European sources. This is a highly politic resolution. Proofs are already afforded of the interest the native nobility and gentry take in the instruction of their countrymen in Bengal, Madras, and Bombay, by their munificent donations in aid of educational institutions. In 1840–41, the Raja of Burdwan gave 25,000 rupees for the general purposes of education. The Bengal report for 1842 mentions a donation of 20,000 rupees by Raja Bijai Govind Sing for the same object. Dwarkanath Tagore gave 2000 rupees for prizes in the Medical College; Rustumjee Cowajee also gave a sum for prizes; and others founded scholarships. In Bombay, the magnificent foundations of the Elphinstone Institution, and Medical College and Hospital, show the bent of the native mind there. Annexed is a return of the scholarships gained in 1843–4, and available for 1844–5, showing the inducements held out:—

TABLE I.—*Balance of Scholarships in the Bengal Presidency, which appeared in the General Report of 1842-43, and those gained in the year 1843-44, also the Scholarships available for 1844-45.*

Colleges and Schools.	Balance in the Report of 1842-43.				Gained in 1843-44.				Available for 1844-45.			
	English.		Oriental.		English.		Oriental.		English.		Oriental.	
	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.
Calcutta :—												
Sanscrit College . .	..	..	3	6	..	..	3	5	..	..	..	1
Scholarships open to public competition in the Sanscrit College	..	..	1	1	..	..	..	..	..	..	1	1
Hindoo College . .	..	..	..	..	..	..	..	..	..	..	..	..*
Madressa College . .	3	3	..	1	..	..	..	..	3	3	..	1
Scholarships open to public competition in the Madressa College	1	1	..	1	..	..	..	1	1	1	..	..
Hoogly College of Mohammad Mohsin . .	..	1	5	2	..	1	5	..	..	..	..	2
Mohammad Mohsin's Scholarships . .	..	..	..	..	..	..	..	..	..	..	..	..†
Scholarships open to public competition in the College of Mohammad Mohsin .	..	1	1	1	..	1	1	..	..	..	..	1
Hoogly Branch School in the College of Mohammad Mohsin .	..	..	1	..	..	..	..	..	..	..	1	..
Seetapore School ditto	1	..	1	..	..	..	..	..	1	..	1	..
Ummerpore School ditto	1	..	..	..	..	..	..	..	1	..	..	..
Arracan :—												
Ramree School in the Hindoo College . .	1	..	..	..	..	..	..	..	1	..	..	..
Tenasserim Provinces :—												
Moulmein School ditto	1	..	..	..	..	..	..	..	1	..	..	..
Merqui School ditto	1	..	..	..	..	..	..	..	1	..	..	..
Probational :—												
Bancoorah School in the College of Mohammad Mohsin . .	1	..	..	..	..	..	..	..	1	..	..	..
Midnapore School ditto	..	..	..	..	..	..	..	..	1	..	..	..*
Cuttack School ditto ditto	1	..	..	..	..	..	..	..	1	..	..	..
Dacca :—												
Central College . .	..	7	..	..	..	4	..	..	..	3	..	..
Scholarships open to public competition in the Dacca College .	..	1	..	..	..	..	..	..	..	1	..	..
Carried forward. .	11	14	12	12	..	6	9	6	12	8	3	6

* Gained in 1841-42.

† Gained in 1842-43.

Table I.—*Balance of Scholarships, &c.*—continued.

Colleges and Schools.	Balance in the Report of 1842-43.				Gained in 1843-44.				Available for 1844-45.			
	English.		Oriental.		English.		Oriental.		English.		Oriental.	
	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.	Junior.	Senior.
Brought forward .	11	14	12	12	..	6	9	6	12	8	3	6
Probational:—												
Sylhet School in the												
Dacca College . . . }	1	..	..	..	..	..	..	..	1	..	..	..
Burrisaul School ditto }	1	..	..	..	..	..	..	..	1	..	..	..
ditto }												
Jessore College in the	..	..	..	..	1*	..	..	..	..	..	..	..
Dacca College . . . }												
Gowahatty School ditto }	1	..	..	..	..	..	..	..	1	..	..	..
ditto }												
Seesaugor School ditto }	1	..	..	..	..	..	..	..	1	..	..	..
ditto }												
Bauliah School ditto ditto }	..	..	..	..	..	..	..	..	..	..	..	..†
Commillah School ditto }	..	..	..	..	..	..	..	..	..	..	..	..†
ditto }												
Chittagong School ditto }	1	..	..	..	2*	..	..	..	..	..	..	..
ditto }												
Patna School . . . . . }	..	..	..	..	..	..	..	..	..	..	..	..†
Bhaugulpore School . . }	1	..	..	..	1	..	..	..	..	..	..	..
Total	17	14	12	12	4	6	9	6	16	8	3	6

* One additional Scholarship awarded.

† Gained in 1841-42.

From this it would appear that the total number of scholarships gained in 1843-4 in the English department, in the junior class, was 4, and in the senior class 6; and in the junior class of the Oriental Department 9, and in the senior class 6; leaving available for 1844-5, in the junior class of the English department, 15, and in the senior class 8; in the junior Oriental class 3, and senior class 6; making a total of 32 scholarships available for 1844-5. Subsequent tables will show that only 19½ per cent. of the whole of the pupils in the Bengal and Agra Government schools contribute towards their education; and nearly the half of the whole of the paying students is contributed by the Hindoo College and its schools. Under the Agra Government, out of 2,420 students, only 42 pay. At first it was not deemed sufficient that instruction was gratuitous; students were actually bribed to attend the schools by having stipends allotted to them. The impolicy of this measure early manifested itself, and has almost disappeared, and the system of scholarships for the senior and junior classes has been adopted; holding out to those who have attained a prescribed intellectual standard, not only distinction amongst their fellows, but a liberal monthly provision for a period of years. A constant stimulus is thus applied to the industry of all the scholars, emulation is excited, and the prizes are eagerly contended for, in the superior colleges and schools.

The Appendix B to the report for 1842-3 gives lengthened details

of the conditions upon which scholarships are to be obtained and to be held ; the qualifications for obtaining the senior and junior English, Arabic, and Sanscrit scholarships ; the terms on which they are held ; the forms and customs in the examinations, &c. &c. These rules are too long for me to embody in my present paper, and I will limit myself to saying that the annexed examination papers will show that the standard of acquirements for senior scholars is not only very high to ensure success, but the rules prescribe that the scholarships shall be forfeited " if the holders of them do not make a reasonable progress in their studies ; and periodical examinations of the scholars are to take place to ascertain the fact."

Independently of classical and scientific instruction, it was proposed to establish a Professorship of the Laws and Regulations ; but objections being taken to the proposition, the Advocate-General, Mr. Edwardes Lyall, gave a series or course of gratuitous lectures on jurisprudence in the various forms in which it is administered in the Courts of India. These lectures were attended by the senior classes of the Hindoo and Hoogly Colleges. They were commenced in October, 1843, and were continued in a regular course until February, 1844. At an examination consequent upon these lectures, six of the pupils acquitted themselves with the greatest credit, and it was thought right to award to one of them, Issor Chunder Mitter, a gold medal.

In the examinations in this and other branches of knowledge, sufficient precautionary measures appear to be taken to prevent the possibility of intercommunication or collusion, by sending the written questions for scholarship examination to every college to be *opened and answered on a fixed day*. In the report for 1840-41 and 1841-2, the late General Committee state that the former system of examination by local committees was found to be inconvenient (which means, I suppose, ineffective), and in consequence some members of the General Committee and others undertook to draw out sets of questions in each department of study, which were to be answered *without assistance*. " To accomplish this object," says the report, " our secretary was provided with lithographic presses, and after writing out the questions upon the transfer paper, the required number of copies were thrown off *in his presence*, and the lithographic stones forthwith cleaned. These sets of questions were carefully sealed and forwarded so as to be received at all the colleges and schools on the same day. On that day, being the day previously fixed for the examination, the local committee having met agreeably to the instructions given, the examination papers were opened and were distributed to the candidates, who had no previous instruction of the probable subject of the examination, except inasmuch as the questions embraced for the most part the different branches of study they had pursued in the college or school. Each student was placed at a separate desk, so as to make it impossible for him to consult books, and very difficult to communicate with the other competitors. This was further prevented by the presence of one or more of the members of the local committee, who remained in the room during the whole time the students were employed in giving answers to the prescribed questions. At the termination of the day, the exercises were collected and sealed up, and the remaining portion of the examination questions were given out the following day, and the same precautions were observed until the

examination was completed." Such being the case, I have no hesitation in expressing my astonishment at the answers of the pupils, which are recorded in the reports, evincing an extent of acquirement and power of mind in some individuals that it might be thought could scarcely have resulted from the prolonged studies of an European university education. I shall append specimens of these questions and answers; and we may fairly begin to doubt whether, in the arena of intellectual combat with some of these natives, educated Europeans might not only fail to prostrate their adversary, but possibly get a fall themselves.

With respect to the nature of the instruction in the vernacular schools, it will be best understood by naming some of the class-books in use, translated into the native languages. For instance, Introduction to Natural Philosophy, Euclid's Elements of Geometry, Elements of Practical Geometry and Trigonometry, with trigonometrical tables, Elements of Political Economy, History of India, Hindoostanee Poetical Reader, History of England, Principles of Government, Principles of Legislation, Principles of the Government Revenue Laws in Bengal, Chambers' Educational Course, and History of Rome.

With respect to the English branches of education, the examination papers for senior scholarships will show what studies are prescribed and followed in the highest departments of the colleges and schools.

An enumeration of the establishment of one of the Hindoo and one of the English colleges will give the best idea of the objects, character, and intellectual means of these institutions. The Benares Sanscrit College and the Delhi English College returns being before me, I give them. In the first there are three professors of Sanscrit grammar, with salaries varying from 60 to 30 rupees per mensem; two of poetry, with salaries respectively of 80 and 32 rupees; one of the vedanta, one of logic, one of shankha, one of law, and two of astronomy—each, with the exception of the second astronomer, who gets 32 rupees, receiving 80 rupees per mensem; and one professor of natural philosophy, with a salary of 60 rupees. All these professors or teachers are Brahmins. Persian is also taught by two Hindoos. There is a librarian, an English writer (a native), and assistant secretary, with a salary of 50 rupees monthly, and various servants, water-bearers, sweepers, peons or messengers, &c. The total monthly expense being 1105 rupees, with 396 for scholarships. Twenty-one pupils were paid for their attendance, one receiving 5 rupees and the rest 3 rupees monthly. The scholarships are, four senior at 20 rupees, eight at 15 rupees, and sixteen at 8 rupees monthly.

The Delhi College consists of an English and Oriental department. In the former the principal is F. Bontras, Esq., with a salary of 600 rupees monthly; four European head masters, with salaries varying from 400 to 120 rupees monthly; two native head masters in English; three teachers of the Oordoo language, with salaries varying from 80 to 30 rupees; an European drawing-master, on 100 rupees monthly; writing-master for English, nagree ditto, librarian, servants, &c. In the Oriental department there are five teachers of Arabic, three of Persian, and two of Sanscrit, with salaries varying from 100 to 20 rupees monthly. There are two teachers of European science, a writing and nagree master, an arithmetician, an English writer, treasurer, and librarian (the two last receiving 10 rupees a-month each), servants, &c. The scholarships in the English department are, one at 40 rupees, one

at 30, six at 25, four at 8, four at 6, and thirteen at 4 rupees monthly. In the Oriental department there are twelve scholarships at 18 and 16 rupees, thirty-two at 4 rupees, three senior scholarships at 20 rupees (founded by Nawab Itma-ood-Dowlah), and sixteen junior at 4 rupees monthly; making a total of 92 scholarships. The total monthly grant to the college is 2790 rupees, and 780 rupees for scholarships.

The above details supply a sufficient picture of college establishments, and will render unnecessary systematic remarks upon each college.

The Hindoo College at Calcutta differs only in having a larger establishment than the preceding, there being a principal, nineteen English teachers, seven vernacular teachers; with a superintendent and twelve teachers to the Patsala school attached; the whole cost being 60,065 rupees per annum for 1842-3 for 518 Hindoo pupils in the College, and 252 in the Patsala, nearly the half of the cost being derived from school fees. The cost, therefore, per head was 6½ rupees monthly.

For the information of the Council of Education, the Court of Directors of the India Company transmit from time to time such reports as appear on education, both in England and on the Continent.

As detailed notices of each institution would extend this paper to an inconvenient length, I shall limit my observations to the mention of any characteristic features that may strike me: for instance, in the Sanscrit College at Calcutta the students are all Hindoos, being in fact Brahmins, with a few Boypoyas; almost all of them are in indigent circumstances, and not one of the students pays for his education. Admission to the grammar classes is permitted up to 15 years of age, to the sahitya class up to 18, to the alaokar class up to 20, and to the higher classes up to 22 years of age. Books from the library are allowed to be taken home for study, upon the responsibility of the professors.

The Madressa at Calcutta is devoted to Mahomedans, and most of the scholars receive gratuitous instruction; 42, however, of them paying. It is stated that the Mahomedans generally, and particularly the gentry, are averse to receiving European instruction at public institutions; but this assertion is not borne out by the returns. The subjects of instruction in the first class are history, geometry, algebra, arithmetic, natural philosophy, logic, geography, and grammar; the lower classes have easier matter. All the scholars devote themselves to Arabic, and some learn English.

Medical College.—The Medical College, with auxiliary male and female hospital, exhibits the feature of not having a single paying student. It has its European professors of anatomy and midwifery, surgery, medicine, botany, chemistry, and materia medica; and to the European it presents the unexpected and singular feature of turning out accoucheurs, surgeons, and anatomists from the castes of Brahmins, Bunneas, Bankers, Oilmen, Writer Castes, and Mahomedans, as well as Christians. The natural as well as religious repugnance which must have been overcome in these castes bears strong testimony to the changes that can be effected even in rooted predilections when operated upon through the medium of the understanding. The report for 1844 says, "with regard to the last day's examination on practical anatomy and surgical operations performed on the dead body, it may be stated that several exceedingly neat dissections were made in a very short space of time." The dissections are then enumerated. Now this to

me, with my more than 40 years' knowledge of the natives, does appear a marvellous change. But so strongly is the advantage of surgical skill felt, that a native gentleman of Calcutta, Rustomjee Cowajee, has presented 600 rupees to the College to be devoted to the purchase of an annual gold medal for the most proficient student in practical anatomy. And his letter making the offer (page cxxviii., Report, 1843), is a model of English composition and of enlightened sentiment. Dwarkanath Tagore also had previously given 2000 rupees for prizes. The successful students are appointed sub-assistant surgeons to the several dispensaries, founded by Government or to regimental hospitals. The report mentions 13 dispensaries in 1842-3, and 17 in 1843-4. In the former year 1,391 in-door patients were treated, and 46,766 out-door patients: the whole expense of these dispensaries being 20,958 rupees. The report, dated 1st July, 1843, contains a list of 33 sub-assistant surgeons, the designation of those natives of the highest grade who have passed the College and who have been appointed to stations, and this is independent of 32 native doctors sent to regiments. The half-yearly report, ending 31st October, 1843, contains a list of 31 sub-assistant surgeons, and 45 native doctors who had passed the College. A females' hospital, capable of accommodating 100 patients, as auxiliary to the College, has been built by subscription with a view to instruction in midwifery. In the male hospital all castes eagerly avail themselves of its advantages; and the Brahmin and the outcaste may be found occupying neighbouring beds in the same wards without repugnance.*

College of Mahomed Mohsin.—The College of Hadjee Mahomed Mohsin at Hoogly, although called after a Mahomedan, its benevolent founder, admits Christians and Hindoos as well as Mahomedans; indeed the Hindoos far prevail over the other two religions, and the expression in the rules of admittance is based on the widest liberality, "that it is open to candidates of every sect or creed willing to conform to the established rules of discipline." It is divided into the English and Mahomedan departments, and in the latter amongst the 14 Mahomedan professors there are singularly enough 3 Shias to the 11 Sunis. The principle of toleration, therefore, is in efficient operation. There are several branch schools attached, and the total number of students in College and schools in 1843 was 1,125, and in 1844 the number was 1,124. The majority of them are free scholars, but in the last year 468 paid for instruction, and the Institution would be overwhelmed with pupils were it not for the stringent conditions of admission. Pupils cannot compete for honorary or pecuniary rewards after 20 years of age. On the opening of the College on the 1st August, 1836, within three days 1,200 candidates enrolled their names, many of them attending from a distance of 6 or 8 miles.

By a statement of Mr. H. P. Bayley, Deputy Secretary to Government, dated 15th February, 1843, the foundation funds of this noble institution were on that day 78,740*l.*!

Dacca College.—To the Dacca College, Bapoo Rama Lochun Ghose presented 1,000 rupees, the interest of which is to be given in prizes

* By the Bengal papers of February, the Governor-General, with a view of enabling the Medical College to meet the demands of the service, has increased the stipendiary students of the secondary school to one hundred.

annually; and he proposed giving 3,000 rupees more for the improvement of the vernacular department. The first class of this College had read the History of Rome, selections from Shakspeare, Addison, and Pope; they could sketch maps of part of Europe and Asia; had read the first four books of Euclid, and in Algebra had gone as far as quadratic equations. The rest of their studies was vernacular reading.

Hindoo College.—The Hindoo College was founded by the personal desire and voluntary contributions of the Hindoo gentlemen of Calcutta; it was benefited by their care, and its efficiency was established by the Secretary, Dr. H. H. Wilson, now Professor Wilson. All the students, 498, learn English and Bengalee, and 448 of them pay for their education; and the paying have increased and the non-paying decreased from 100 to 50. The students are all Hindoos. Its capital on the 20th May, 1836, was 21,000 rupees; 291 students paid 1 at 7 rupees, 5 at 6 rupees, and 285 at 5 rupees; and the annual receipts from tuition were 17,544 rupees, and the disbursements 42,600 rupees annually. On the 30th April, 1844, the tuition receipts were 28,981 rupees, and the total receipts, including interest of capital, 30,952 rupees. The disbursements were 56,948 rupees. The College being now part of the public institutions, the difference is paid by Government.

Moorshedabad Nizamut College.—The Moorshedabad Nizamut College is supported entirely out of the Nizamut Deposit Fund, and forms no charge upon the resources of Government. It is divided into two departments, one for the education of the Sahibzadahs or relations of the Nizamut family, and the other for that of persons of respectability, who are admitted at the discretion of the College Committee. The Nawab distributed the prizes to the students in 1844. The annual resources of the Nizamut funds are 137,932 rupees. The College cost in building in 1843 the sum of 73,000 rupees, and the annual expenses of the College for that year were 29,104 rupees; but the establishment is fixed at 37,000 rupees. The Governor-General and the Nawab are the patrons. The Governor-General's agent at Moorshedabad is the visitor and president of the College Committee, and has the power of a veto on any measure pending a reference to the Governor-General. The Committee consists of the English Judge and Collector, the Nawab and one of his relatives, also the native Dewan or Minister, and Captain Showers. On leaving, a student for superior moral conduct gets an exhibition of 100 rupees. For good conduct in the senior class a horse is given. In the junior class an English saddle, or a gun, foils, &c. Corporal punishment is not permitted; but offenders are debarred from their amusement or exercise. The relatives of the Nizamut family are to have separate seats and separate classes: they cannot enter after 12, nor before 7 years of age. There are 3 English, 3 Arabic, 3 Persian, 3 Bengalee, and 3 Oordoo Scholarships at 60 rupees per mensem, tenable for 3 years. The College is governed by an English principal; but the Ataleeg, who is to be a Shia, is the *custos morum* and resident guardian (under the principal and visitor) of the students of the Nizamut family. There is a library within the walls.

Bhagulpoor Hill School.—The Bhagulpoor Hill School was established to improve the moral character of the rude tribes of these hills. It has been eminently successful, although it had to contend with the

difficulty of the people having a language of their own, and having to teach them Hindee. Drunkenness, which was formerly a vice of those Hill people, is fast disappearing. A regiment of Hill Rangers being raised from amidst the people, the sepoys take great pride in the knowledge their children and themselves derive from the school. In 1843 neither Hindoo nor Moosulman were amongst the pupils—the people belonging to the low castes; but in 1844, 6 Mohamedans and 16 Hindoos were admitted. Seventy of the pupils were learning English.

North-west Provinces.—Returns not having been received from the North-west Provinces since 1843, the number of scholars can only be given for that year.

Agra Government Institutions.—The observations which have been made on the Institutions under the Bengal Government apply to those under the Agra Presidency, and it will be superfluous to particularize. The Institutions which were placed under the general supervision of the Agra Government on the 30th April, 1843, are under the immediate control of the local committees, generally consisting of the chief civil officers at the stations. The instruction is almost universally gratuitous, only 42 students paying, and the system of scholarships obtains. The following are the sums allotted to each Institution :—

TABLE II.

Name of Institutions.	Monthly Amount of Establishment and Contingencies.	Amount appropriated for Scholarships and Stipend.
Benares :—	Rupees.	Rupees.
Sanscrit College	1,105	396
English ditto	1,100	242
Branch School	363	8
Ghazee pore School	662	16
Allahabad ditto	738	94
Saugor ditto	548	8
Jubbulpore ditto	365	8
Azimghur ditto	132	8
Goruckpore ditto	303	8
Agra College	2,208	656
Delhi ditto	2,790	780
Bareilly School	516	8
Furruckabad ditto	518	8
Meerut ditto	471	8
Per Mensem	11,819	2,248
Annually	1,68,804	26,976

In the Agra College the Rajah of Bhurtpoor founded a scholarship, and Mr. C. Grant gave a monthly donation for one year to be awarded in prizes.

The Ajmere School had entirely failed, and was abolished on the 1st January, 1843, owing to the low estimation in which it was held by the classes for whom it was intended.

Village Schools.—Previously to any comment on the annexed tables, it would appear desirable to say a few words in regard to the omission

of village schools in the reports of the General Committee. Mr. Adams investigated the state of indigenous education in Bengal and Behar, and made three reports on the subject. These reports came under the consideration of the General Committee in 1838-39. Mr. Adams strongly advocated the establishment of village schools on the ground of the very small proportion of the native children, male and female, capable of receiving instruction, receiving, in fact, any kind of education whatever; he showed by a census of the city of Moorshedabad, taken with minute accuracy, and of a Thanah in each of the districts of Burdwan, Beerbhoom, Behar, and Tirhoot, that there were taught only—

In the city of Moorshedabad	8·3 per cent.
In a Thanah of the district	6·05 „
Ditto Beerbhoom	8·1 „
Ditto Burdwan	16·05 „
Ditto Behar	5·8 „
Ditto Tirhoot	2·5 „

of the whole number of children capable of receiving instruction. This is certainly a melancholy picture of the general literary ignorance which prevailed; and Mr. Adams, with a view to ameliorate such a state of things, proposed to make the then existing schools the nuclei for the extension of village instruction. For this purpose he drew up a code of regulations to embrace an educational survey, division into districts, each with a native agent and examiner of teachers and scholars; supply of four class-books, globes for the village teachers, an English school with its vernacular department in each district, to be *expanded into a normal school* for the improvement of the rural teachers who may *casually be able to attend*. Pupils who have passed Class-book No. 1, to be received into the English school, and there have pecuniary support; local native committees to watch over village masters, and an inspector to be appointed for five districts. Such are the outlines of Mr. Adams's proposition; and, if I understand him aright, that the village school-masters were *first to teach themselves* the 4 class-books placed in their hands before they could teach their pupils, his plan involved the elements of probable inefficiency. The General Committee expressed a fear that the "execution of the plan would be almost impracticable." Nevertheless, they very considerably consented to try the experiment upon about 20 rural schools not far from Calcutta, where they could be looked after. The Committee then gave details, going back as far as 1814, of the unsatisfactory results attending the attempts of various European individuals as well as themselves to establish village schools at Ajmere, Chinsurah (where there were 36 at one time), Dacca, Saugor, and Bhaugulpoor. In the end almost the whole of them declined, and were discontinued. From the reports of 1838-9 and 1839-40 I do not discover whether the Government sanctioned the experiment acquiesced in by the General Committee. For myself, I cannot see why village schools should fail more than the schools progressing under the General Committee, provided the masters were competent, and a vigilant system of examinations and inspection obtained. But without normal schools for the formation of masters, little good could be looked for from any attempts to promote village instruction; and I do not perceive that such normal schools are even yet established in Bengal.

It was my wish to have given a clear view of the progress of the

educational institutions from an early period of the General Committee's reports down to the present time, and I went over the several annual reports for that purpose, tabulating the facts I was desirous of recording; but whether owing to changes effected in the institutions themselves, to alterations in the views of the General Committee, or to neglect of system, I early found the object I contemplated could not be realized; nevertheless, as some good would result from a tabulated statement I persevered in my extracts, and the following table is the result of my labours. It will be seen that for the years 1835-6 and 1836-7 I obtained the number of the institutions, the number of the students learning the several classical languages (but no mention is made of the vernaculars), the total number of students, and, for the year 1836-7, the total disbursements. In May, 1836, the stipendiary students were 656, receiving monthly 2,154 rupees, and in April, 1837, the number was reduced to 498, and the stipends amounted to 1,612 rupees per mensem. In the year 1837-8 the altered form of the report gave the total number of masters, institutions (distinguishing their character), the total number of students, the total disbursements, and the total sum that had been received from Government up to that period for educational purposes; but the students are not, as in the preceding two years, classed under the separate languages they learn. A characteristic of this year's report is a note of Mr. H. T. Prinsep dissenting from the opinions of his colleagues, and insisting that *practically* the vernacular classes in the schools have been abolished. In the year 1838-9 the returns differ from the preceding years to the extent of showing in addition whether the masters are English, Pundits, or Moulavies. It has also appended to it a map of India, showing the location of the schools. The report for 1839-40, although very bulky, containing, with Appendix, 350 pages, contains no abstract of the state of the schools, and leaves, therefore, all the columns of my table blank, excepting those of the total number of schools and scholars and disbursements. The balance-sheet is also found in this year. It gives, however, a table showing the employment of some of the students who have passed the colleges and schools, which is annexed.

Note.—While this paper was going through the press, the Bengal Journals of February were received, containing the address of the Governor-General, Sir Henry Hardinge, on the occasion of the annual examinations at the Hindoo College for the award of scholarships. The address contains the following passage:—

“The Government is deeply sensible of the inestimable value of education; and besides another college at Patna since last autumn, arrangements have been made for the establishment in Bengal of 100 schools for instruction in the vernacular.”

TABLE III.—Of Educational Institutions, Teachers, Students, Disbursements, &c., in successive Years, under the Bengal and Agra Governments

Number.	Institutions.				Teachers.			Total Teachers.	Students in								Total Students.			
	Anglo-Vernacular.	Sanskrit.	Arabic.	Persian and Vernacular.	Professors and Masters.	Pundits.	Moulavies, &c.		English.	Sanskrit.	Arabic.	Persian.	Oordoo.	Hindee.	Bengalee.	Coreah.		Mug.	Burmese.	
1835-6	23	..	..	..	..	..	..	1818	473	218	376	..	..	..	..	..	..	..	3573
1836-7	30	32	4	4	..	..	..	3511	381	256	385	..	..	..	..	..	..	..	4654
1837-8	38	38	4	12	..	..	..	170	..	..	385	..	..	..	..	..	..	..	5196
1838-9	38	38	4	15	118	61	54	233	..	..	..	..	..	..	..	..	..	..	5727
†1839-40	50	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6550
*1840-41	51	..	..	..	79	192†	..	271	..	..	..	..	..	..	..	..	..	..	7324
*1841-2	51	..	..	..	87	233†	..	320	..	572	706	1504	1819	2718	143	87	59	7391	
1842-3	51	..	..	..	..	..	..	5132	426	371	180	359	931	2956	96	73	71	..	8903
†1843-4	..	..	..	..	..	..	..	3953	180	..	..	..	..	..	..	..	..	..	5570
Disbursements.	Students.			Religion of Students.			Religion of Students.			Religion of Students.			Religion of Students.			Religion of Students.			Remarks.	
	Rs.	A.	P.	Non-Paying.	Paying.	Amount.	Christians.	Mahomedans.	Hindoos.	Other Classes.
1835-6	3,55,195	10	5	..	..	Rs. A. P.	..	..	..	..	..	..	..	..	..	..	..	..	40 students in Mahratta not included. The reports do not mention the number learning the vernaculars. The Calcutta Medical College in this year cost 48,816 Rs.; monthly cost, each pupil, 564 Rs.; monthly cost from 16 Rs. in Hoogly, to 1 Rs. in Saugor Schools. 4688 English and Vernacular students, and 1039 Arabic, Sanscrit, and Persian. Rajah of Burdwan gave 25,000 Rs. The miscellaneous receipts from schools and colleges this year were 1,80,761 Rs. 10 A.
1836-7	4,69,632	10	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1837-8	3,73,142	8	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1838-9	4,53,990	13	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1839-40	4,14,824	8	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
*1840-1	5,31,397	15	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
*1841-2	5,87,558	6	1	6589	1614	34,186	253	1621	6140	189	..	..	..	..	..	..	..	..
1842-3	5,47,196	5	9	3930	1640	38,640	6	931	4311	181	..	..	..	..	..	..	..	..
†1843-4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

In 1837 Rajah Chhata Dhari Sahaiye made a donation of £5000 to the General Education Fund. In 1840 the Rajah of Burdwan gave £2500.

• The colleges and schools were thus located—Calcutta, 4; Hoogly, 7; Bengal, 8; Behar, 3; Orissa, 2; Allahabad Division, 8; Eastern Provinces 13; North-west Provinces, 6.

† Not distinguished whether Pundits or Moulavies.

‡ There not being any returns from the Agra Government, the figures relate to the Bengal Presidency alone; with the exception of the disbursements, which are the total expenses.

The report contains also a minute of Lord Auckland's, embracing his views with respect to native education, drawn up in that able, comprehensive, and searching manner which characterized so many of his records on the council-books of the Bengal Government.

The reports for 1840-41 and 1841-2 give the number of schools and the number of the teachers, but without distinguishing whether the native teachers were Pundits or Moulavies. They give also the total number of pupils and the annual disbursements; the balance-sheet, however, and the students in the several languages are not noticed in any analytical table, but they give the religion of the scholars and the average cost per head at each school in tables which are annexed.

The report for 1842-3 is the most complete in the analytical view it gives, in luminous tables, not only of each institution with regard to scholars, &c., but also of the financial state of each school. It comprises also the returns from both the Bengal and Agra Governments, and only wants the columns added explanatory of the nature of the institutions, and the number and religion of the teachers to give it a complete character. It is to be hoped future returns will embrace all these essential points of information.

The schools in the North-west Provinces being placed under the Agra Government in 1843, the Bengal report for 1843-4 contains only an account of the state of the institutions remaining under that Presidency. A report not having been received from the Agra Government I am disabled from adding, as I had done in 1843, the number of students, &c., to those of the Bengal Presidency; and a further view of the *general* progress of education under both governments necessarily ceases. Nevertheless, there are two or three features in the Bengal report of a satisfactory nature that may be pointed out. The paying students had increased from 1,614 to 1,640, and the amount realized from the pupils from 34,186 rupees to 38,640 rupees. The pupils learning Bengalee also had increased from 2,718 to 2,956, although the total number of pupils had only increased from 5,554 in 1843 to 5,570 in 1844; and it is but reasonable to infer that the institutions in the North-west Provinces have not retrograded.

The table No. III., which I have framed from the various reports, although it does not admit of the progress in *each branch* of the institutions being traced from year to year from the want of uniformity in the annual reports, yet contains satisfactory evidence of the gradual progress of education. The pupils in 1835-6 amounted to 3,573 in 23 schools, and on the 30th April, 1843, they amounted to 8,203 in 51 colleges and schools; and the sums disbursed, which in the first period amounted to 35,519*l.* sterling annually, amounted to 58,755*l.* in 1843! It cannot fail to be remarked how very far in advance of the Parliamentary grants is the liberality of the Court of Directors.

Table IV. exhibits the state of the schools under both governments in 1843; the Agra analysis being taken from the separate schools. Table V. exhibits only the state of the Bengal schools in 1844.

																				51 Years.	
Nizamut Coll., Moorshedabad :																					
Sahibzadah's Department																					
General Department . . .	31	18	5	13	3	9	10	..	..	3	..	..	..	..	..	..	..	..	..	..
Bauleah School . . .	35	71	..	94	..	..	..	..	..	..	71	..	..	..	..	..	..	..	..	..
Patna School . . .	94	..	..	..	..	..	94	..	..	..	..	..	..	..	..	..	..	..	..	..
Ditto Hindee Schools . . .	530	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bhaugulpore School . . .	66	66	..	66	..	..	66	..	..	..	..	..	..	..	..	..	..	..	..	..
Ditto Hill School . . .	113	..	..	59	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	3982	1572	34,166	3	9	3572	456	313	293	733	161	2625	142	87	59	161	1143	4061	189	5554	3103
Benares Sanscrit College	161	..	..	..	..	..	..	..	..	..	120	..	..	..	..	..	..	..	..	..
Ditto English ditto . . .	128	42	20	4	0	170	..	41	..	170	170	..	..	..	..	..	..	..	..	..
Ditto Branch School . . .	115	..	..	115	..	..	..	..	..	115	115	..	..	..	..	..	..	..	..	..
Ghazeepoor School . . .	176	..	..	176	..	..	..	..	..	176	..	..	..	..	..	..	..	..	..	..
Allahabad School . . .	110	..	..	110	..	..	..	..	..	110	110	..	..	..	..	..	..	..	..	..
Saugor School . . .	208	..	..	48	..	..	..	..	..	208	..	..	..	..	..	..	..	..	..	..
Jubbulpore School . . .	151	..	..	62	..	..	..	..	..	67	22	..	..	..	..	..	..	..	..	..
Azimgur School . . .	228	..	..	8	44	44	..	..	..	139	32	..	..	..	..	..	..	..	..	..
Agra College . . .	495	..	..	281	32	177	166	322	67	..	..	..	..	..	..	..	..	..	..	..
Delhi College . . .	286	..	..	134	40	75	171	..	..	36	..	..	..	..	..	..	..	..	..	..
Bareilly School . . .	150	..	..	150	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Meerut School . . .	68	..	..	68	..	..	..	..	..	68	..	..	..	..	..	..	..	..	..	..
Farruckabad School . . .	102	..	..	102	..	..	..	..	..	41	18	..	..	..	..	..	..	..	..	..
Total	2378	42	20	4	0	1424	116	378	1211	1086	265	..	..	..	..	..	..	..	..	..
*Bancoorah Probational ditto	159	..	..	66	..	..	..	..	..	..	..	93	..	..	..	..	..	..	..	..
*Burrissaul ditto ditto . . .	70	..	..	70	..	..	..	15	..	..	..	..	..	..	..	..	..	..	..	..
Total	229	..	..	136	..	..	..	15	..	..	..	93	..	..	..	..	..	..	..	..
Bengal Government. . .	3982	1572	34,166	3	9	3572	456	313	293	733	161	2625	142	87	59	161	1143	4061	189	5554	3103
Ditto Probational Schools . . .	229	..	..	136	..	..	..	15	..	..	..	93	..	..	..	..	..	..	..	..
Agra Government	2378	42	20	4	0	1424	116	378	1211	1086	265	..	..	..	..	..	..	..	..	..
Total	6589	1614	34,186	7	9	5132	572	706	1504	1819	426	2718	142	87	59	253	1621	6140	189	8203	..

* Belongs to Bengal.

TABLE V.—Statement of Number, Caste, &c. of the Students of the Colleges and Schools in the Bengal Presidency on 30th April, 1844.

Names of Institutions.	Statement showing the Number of Paying Students, and the Amount paid by them, and Students who do not pay.			Statement showing the Number of Students studying each of the Languages taught.								Statement showing the Number of Students of each Caste.					Daily Average Attendance of the Students, from 30th April, 1843, to 30th April, 1844.	Years from Foundation.		
	Non-Paying.	Paying.	Total Amount Paid.	English.	Arabic.	Persian.	Urdu.	Hindee.	Sanscrit.	Bengalee.	Oreesh.	Mug.	Burmese.	Christians.	Mahomedans.	Hindoo.			Other than those three.	Total.
Sanscrit College. . . .	140	..	Rs. A. P. . . .	72	..	..	..	..	140	..	..	..	..	..	..	140	..	140	89	23 Years.
Hindoo College	50	448	28,872 8 6	498	..	..	..	..	..	498	..	..	..	..	..	498	..	498	388	28 "
Patalah, attached to ditto.	..	144	864 4 6	..	..	..	..	..	..	144	..	..	..	..	..	144	..	144	122	4 "
School Society's School. .	249	202	2,155 13 6	451	..	..	..	..	..	..	..	..	..	..	..	451	..	451	339	"
Madressa.	129	42	40 8 0	47	171	..	..	..	..	25	..	..	..	..	171	..	..	171	..	20 "
Medical College	73	..	..	73	..	..	..	..	..	..	..	..	..	20	4	48	1	73	58	9 "
Secondary School	71	..	..	..	..	..	71	..	..	..	..	..	..	..	55	16	..	71	..	"
College of Mahomed Mohsin	519	372	4,481 0 0	632	177	82	..	..	..	632	..	..	..	10	263	618	..	891	672	7 "
Branch School	212	96	1,114 0 0	250	21	37	..	..	..	250	..	..	..	3	55	250	..	308	254	Attached to College of Mahomed Mohsin at Hoogly. 6 Years.
Infant School	40	..	..	40	..	..	..	..	..	40	..	..	..	1	1	38	..	40	30	"
Seetapore School	64	36	212 12 0	100	..	..	..	..	..	100	..	..	..	..	..	100	..	100	80	"
Ummerpore School	102	..	..	102	..	..	..	..	..	86	..	..	..	..	..	102	..	102	82	"
Ramree School	100	..	..	32	..	..	34	..	..	..	..	73	..	5	57	3	35	100	86	"

Moulmein School . . .	71	..	.	.	71	..	..	..	..	71	13	..	..	58	71	48	9	..
Midnapore School . . .	47	82	357	8	0	129	..	..	128	..	3	1	125	..	129	86	8	..
Cuttack School . . .	55	41	.	.	96	..	..	96	..	..	16	11	69	..	96	73	4	..
Dacca College . . .	335	..	.	.	335	..	..	335	..	..	14	18	303	..	335	224	8	..
Commillah School . . .	8	108	354	0	0	116	..	6	..	110	..	3	12	101	..	116	56	7
Chittagong School . . .	24	69	188	0	0	93	..	25	..	93	..	19	11	63	..	93	65	7
Sylhet School . . .	112	..	.	.	109	..	..	..	..	104	..	6	31	75	..	112	66	..
Jessore School . . .	122	..	.	.	122	..	..	..	..	122	..	..	15	107	..	122	62	6
Gowahatty School . . .	172	..	.	.	33	..	23	..	..	137	..	..	67	105	..	172	153	8
Seesagore School . . .	41	..	.	.	36	..	..	..	10	41	..	1	4	36	..	41	30	3
Chota Nagpore Schools. .	63	..	.	.	63	..	..	..	63	..	1	6	47	9	63	50	..	..
Nizamut Coll., Moorsheadabad:																		
Sahibzadah's Department	19	..	.	.	19	2	7	7	..	2	..	..	19	..	19	11	2	..
General Department . .	5	..	.	.	5	..	..	5	..	..	..	..	5	..	5	2	..	..
Bauleah School . . .	109	..	.	.	109	..	..	..	27	109	..	3	..	106	..	109	82	8
Patna School.	112	..	.	.	112	..	..	112	112	..	..	26	27	59	..	112	83	9
Ditto Hindee Schools . .	647	..	.	.	..	..	..	..	647	..	..	..	56	591	..	647	456	..
Bhaugulpore School . .	130	..	.	.	130	..	..	130	..	..	3	35	92	..	130	72	7	..
Ditto Hill School . . .	109	..	.	.	78	..	..	..	109	..	..	7	24	78	109	83	21	..
Total	3930	1640	38,640*	6	6	3953	371	180	359	931	180	2956	96	73	181	5570	3932	†

* Exclusive of the amount paid at Cuttack, which is not stated in the local Returns.

† Exclusive of the Madressa and Secondary School—not stated in the local Returns. The Baucorah School, which in the preceding year had 159 students on its books, in the present year was reduced to 60, and Government withdrew its support. The aid given to the Burrisaul School was suspended in 1844, until certain conditions were fulfilled.

TABLE VI.—Abstract Statement of Receipts of the Education Department, from

Institutions.	Sale of Books.	Tuition.	Deposited by Boys.	Refund Charges.	Ground Rent.	Fines, &c.	Interest.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Balance of last Account . . . }	. .	. .	. .	. .	. .	. .	. .
<i>Institutions at the Presidency.</i>							
Medical College . . .	. .	. .	. .	873 9 9	. .	43 4 0	. .
Madressa College . . .	. .	. .	. .	. .	. .	. .	. .
Sanscrit College . . .	. .	. .	. .	. .	. .	. .	. .
Hindoo College . . .	14 0 0	31,249 2 8	. .	292 12 8	101 2 0	210 0 0	. .
Fatsalah . . .	72 4 0	934 14 6	. .	22 11 2	. .	2 8 0	. .
Secretary to the Council of Education . . . }	731 15 6	. .	. .	793 12 8	. .	. .	66,475 7 1
Total	818 3 6	32,184 1 2	. .	1,982 14 3	101 2 0	255 12 0	66,475 7 1
<i>Mofussil Institutions, Bengal Presidency.</i>							
Hoogly College . . .	. .	3,972 14 0	529 8 0	45 14 11	. .	. .	11,590 0 10
Branch School . . .	. .	1,128 8 0	62 0 0	. .	. .	. .	. .
Seetapore School . . .	. .	219 4 0	. .	. .	. .	. .	. .
Bancoorah School . . .	69 0 8	. .	. .	. .	. .	. .	. .
Dacca College . . .	. .	. .	. .	. .	. .	. .	. .
Commillah School . . .	91 8 6	219 14 0	. .	. .	. .	. .	. .
Chittagong School . . .	52 0 0	. .	. .	. .	. .	. .	. .
Cuttack School . . .	325 4 0	155 0 0	. .	50 0 0	. .	. .	. .
Midnapore School . . .	15 9 6	336 4 0	. .	. .	. .	. .	. .
Gowahatty School . . .	. .	. .	. .	. .	. .	. .	. .
Seetssaugur School . . .	71 14 0	. .	. .	. .	. .	. .	. .
Arracan Schools . . .	. .	. .	. .	. .	. .	. .	. .
Moulmein Schools . . .	. .	. .	. .	. .	. .	. .	. .
Bhangulpore Hill School }	62 14 8	. .	. .	. .	. .	. .	. .
Total	688 3 4	6,031 12 0	601 10 0	95 14 11	. .	. .	11,590 0 10
<i>Institutions in the North-Western Provinces.</i>							
Benares College . . .	559 14 8	. .	. .	. .	. .	. .	. .
Ghazipore School . . .	61 4 0	. .	. .	. .	. .	. .	. .
Jubbulpore School . . .	. .	. .	. .	. .	. .	149 0 0	. .
Agra College . . .	. .	. .	. .	82 13 4	. .	. .	3,362 1 1
Delhi College . . .	. .	. .	. .	513 0 0	. .	. .	. .
Meerut School . . .	31 1 4	. .	. .	. .	. .	. .	. .
Ajmere School . . .	6 0 0	34 0 0	. .	. .	. .	. .	. .
Total	659 4 0	34 0 0	. .	595 13 4	. .	149 0 0	3,862 1 1
Grand Total . . .	2,164 10 10	32,249 13 2	601 10 0	2,674 10 6	101 2 0	404 12 0	81,927 9 0

In the Appendix No. 4 of the Report for 1842-3 is the following statement of the Funds in the hands of the Government Agent:—

	Rupees.
General Fund, in Promissory Notes	5,65,900
Benares College, ditto	1,33,000
Delhi College, ditto	1,70,600
Rajah of Burdwan's Scholarships	13,500
	8,82,400

30th April, 1842, to 30th April, 1843, as furnished by the Accountant General.

Sale of Furniture.	Local Funds.	Draft on General Treasury forwarded for Realization.	Advances Received.	Donation.	Miscellaneous.	Total.	Parliamentary and New Government Grants.	Grand Total.
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
. .	. .	. .	..	..	. .	. .	. .	84,131 10 7
. .	. .	. .	417	600	. .	1,933 13 9	84,723 6 7	86,656 4 4
. .	. .	. .	..	..	. .	. .	32,000 0 0	32,000 0 0
. .	. .	. .	..	..	. .	. .	24,669 13 0	24,669 13 0
. .	. .	. .	..	..	. .	31,867 1 4	. .	31,867 1 4
. .	. .	. .	..	..	. .	1,032 5 8	. .	1,032 5 8
227 2 3	. .	1,469 0 0	..	..	. .	69,697 5 6	2,56,407 6 8	3,26,104 12 2
227 2 3	. .	1,469 0 0	417	600	. .	1,04,530 10 3	3,97,799 10 3	5,86,461 15 1
. .	2,384 14 4½	. .	..	..	. .	18,523 4 1½	. .	18,523 4 1½
. .	164 0 0	. .	..	..	. .	1,354 8 0	. .	1,354 8 0
. .	1,127 14 2½	. .	..	..	. .	1,347 2 2½	. .	1,347 2 2½
. .	. .	. .	..	..	. .	69 0 8	. .	69 0 8
. .	190 13 4	. .	..	..	. .	190 13 4	. .	190 13 4
. .	1,063 11 11	. .	..	..	. .	1,375 2 5	. .	1,375 2 5
. .	3,552 12 2	. .	..	..	. .	3,654 12 2	. .	3,654 12 2
. .	2,507 1 2	. .	..	..	. .	2,987 5 2	. .	2,987 5 2
. .	. .	. .	..	..	152 11 0	504 8 6	. .	504 8 6
. .	69 11 4	. .	..	..	. .	69 11 4	. .	69 11 4
. .	. .	. .	..	..	. .	71 14 0	3,120 0 0	3,191 14 0
. .	. .	. .	..	..	. .	. .	6,000 0 0	6,000 0 0
. .	. .	. .	..	..	. .	. .	6,000 0 0	6,000 0 0
. .	. .	. .	..	..	. .	73 0 8	3,000 0 0	3,073 0 8
. .	11,060 14 6	. .	..	..	152 11 0	30,221 2 7	18,120 0 0	48,341 2 7
. .	. .	. .	..	..	. .	559 14 8	20,413 5 0	20,973 3 8
. .	. .	. .	..	..	. .	61 4 0	. .	61 4 0
. .	. .	. .	..	..	. .	145 0 0	. .	145 0 0
. .	10,247 13 6	3,796 5 8	..	..	. .	17,989 1 7	. .	17,989 1 7
. .	. .	. .	..	..	. .	513 0 0	. .	513 0 0
. .	. .	. .	..	..	. .	31 1 4	. .	31 1 4
. .	. .	1,094 0 0	..	..	. .	1,138 0 0	. .	1,138 0 0
. .	10,247 13 6	4,890 5 8	..	..	. .	20,437 5 7	20,413 5 0	40,850 10 7
227 2 3	21,308 12 0	6,359 5 8	417	600	152 11 0	1,55,189 2 5	4,36,332 15 3	6,75,653 12 3

Agra College, in Promissory Notes 1,78,400
Mahomed Mohsin's College, ditto 7,87,400
Calcutta Hindoo College, ditto 23,000

Rupees 18,71,200

TABLE VII.—*Abstract Statement of the Disbursements of the Education by the Accountant*

Institutions.	Establishment.			Scholarships or Prizes.			Stipend.			House Rent.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
<i>Institutions at the Presidency.</i>												
Medical College	66,275	10	5	300	0	0	4,627	7	3	.	.	.
Madressa College	27,353	10	5	2,368	8	7	.	.	.	.	.	.
Sanscrit College	13,303	13	8	874	0	0	1,352	13	11	.	.	.
Hindoo College	47,337	9	11	6,918	7	0	.	.	.	1,680	0	0
Patsalah	2,424	15	4	.	.	.	.	.	.	.	.	.
School Society's School	6,047	8	0	.	.	.	.	.	.	.	.	.
Secretary to Council of Education	6,929	19	0	.	.	.	.	.	.	200	0	0
	1,69,702	13	9	10,460	15	7	5,980	5	2	1,880	0	0
<i>Mofussil Institutions, Bengal Presidency.</i>												
Hoogly College	61,604	5	7	5,161	6	7	456	0	0	36	0	0
Hoogly Branch School	6,648	0	0	201	0	0	.	.	.	.	.	.
Hoogly Infant School	1,600	0	0	.	.	.	.	.	.	.	.	.
Seetapore School	2,094	0	0	.	.	.	.	.	.	2	0	0
Ummerpore Probational School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Bancoorah Probational School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Jessore School	4,086	10	10	117	10	10	.	.	.	3	15	9
Dacca College	17,101	6	4	703	12	4	.	.	.	1,020	0	0
Commillah School	3,900	0	0	38	13	8	.	.	.	.	.	.
Chittagong School	4,782	0	0	.	.	.	.	.	.	.	.	.
Baulah School	4,370	0	0	139	5	8	.	.	.	.	.	.
Burrisaul Probational School . . . . .	.	.	.	75	2	0	.	.	.	.	.	.
Cuttack School	3,168	15	5	.	.	.	.	.	.	300	0	0
Midnapore School	5,052	0	0	192	0	0	.	.	.	500	0	0
Gowahatty School	6,860	5	4	.	.	.	.	.	.	.	.	.
Seebaugur School	2,680	11	3	.	.	.	.	.	.	.	.	.
Akyah School	729	10	7	.	.	.	.	.	.	.	.	.
Ramree School	2,440	0	0	230	0	0	.	.	.	.	.	.
Moulmein School	5,790	4	0	.	.	.	.	.	.	.	.	.
Patna School	7,037	6	2	136	0	0	.	.	.	650	0	0
Bhaugulpore School	4,288	0	0	96	0	0	.	.	.	13	8	0
Bhaugulpore Hill School	2,400	0	0	.	.	.	1,188	0	0	.	.	.
	1,46,533	11	6	7,091	3	1	1,644	0	0	2,525	7	9
<i>Institutions in the North-Western Provinces.</i>												
Benares College, &c.	25,008	11	10	1,075	0	0	.	.	.	1,200	0	0
Ghaziopore School	8,069	5	8	64	0	0	.	.	.	.	.	.
Allahabad School	8,056	0	0	184	0	0	.	.	.	.	.	.
Saugor School	6,024	0	0	203	0	0	.	.	.	.	.	.
Jubbulpore School	4,132	0	0	.	.	.	.	.	.	154	0	0
Azimghur School	3,028	8	0	.	.	.	.	.	.	.	.	.
Goruckpore School	2,670	0	0	.	.	.	.	.	.	.	.	.
Agra College	24,901	0	0	4,414	13	6	.	.	.	.	.	.
Delhi College	27,169	14	3	8,601	0	0	.	.	.	160	0	0
Bareilly School	4,114	0	0	.	.	.	.	.	.	.	.	.
Meerut School	5,160	0	0	77	4	.	.	.	.	.	.	.
Furruckabad School	5,034	0	0	.	.	.	.	.	.	140	0	0
Ajmere School	4,481	1	5	.	.	.	.	.	.	.	.	.
Total	1,27,848	9	2	14,524	2	10	.	.	.	1,654	0	0
Grand Total	4,44,085	2	5	32,176	5		7,624	5	2	6,059	7	9
Balance in favour of the Educational Department }	.	.	.	.	.	.	.	.	.	.	.	.
Total Company's Rupees . . . . .	.	.	.	.	.	.	.	.	.	.	.	.

Department, from the 30th April, 1842, to the 30th April, 1843, as furnished General.

Purchases of Books.			Contingent Charges.			Deposit Refunded.			Pension.			Ceylon Students.			Building.			Total.		
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
250	0	0	6,432	15	9	.	.	.	.	.	.	7,487	2	11	1,283	0	0	86,656	4	4
770	0	0	1,376	10	5	.	.	.	2,016	0	0	.	.	.	.	.	.	33,884	13	5
150	0	0	847	9	2	.	.	.	.	.	.	.	.	.	.	.	.	16,588	4	9
1,539	3	9	2,778	2	8	.	.	.	.	.	.	.	.	.	17,856	4	0	78,139	11	4
.	.	.	194	8	5	.	.	.	.	.	.	.	.	.	.	.	.	2,619	7	9
12,886	10	0	6,853	1	0	.	.	.	.	.	.	.	.	.	.	.	.	6,047	8	0
						.	.	.	.	.	.	.	.	.	.	.	.	26,869	5	0
15,595	13	9	18,482	15	5	.	.	.	2,016	0	0	7,487	2	11	19,139	4	0	2,50,745	6	7
1,388	8	6	1,471	1	9	249	2	0	.	.	.	.	.	.	.	.	.	70,366	8	5
483	0	0	186	7	0	284	0	0	.	.	.	.	.	.	.	.	.	7,802	7	0
55	0	0	54	8	6	.	.	.	.	.	.	.	.	.	.	.	.	1,609	8	6
267	1	0	152	12	2	.	.	.	.	.	.	.	.	.	.	.	.	2,515	13	0
34	2	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	34	2	0
220	0	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	280	0	0
299	15	3	53	1	6	.	.	.	.	.	.	.	.	.	.	.	.	4,561	6	2
770	0	0	356	0	5	.	.	.	.	.	.	.	.	.	.	.	.	19,951	3	1
280	0	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	4,153	13	8
210	0	0	200	0	0	.	.	.	.	.	.	.	.	.	.	.	.	5,192	0	0
346	0	0	0	13	6	.	.	.	.	.	.	.	.	.	.	.	.	4,856	3	2
397	12	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	472	14	0
371	0	0	37	9	8	.	.	.	.	.	.	.	.	.	.	.	.	3,877	9	1
275	0	0	120	0	0	.	.	.	.	.	.	.	.	.	.	.	.	6,139	0	0
200	0	0	972	0	0	.	.	.	.	.	.	.	.	.	.	.	.	8,032	5	4
215	5	0	14	0	0	.	.	.	.	.	.	.	.	.	.	.	.	2,910	0	3
.	.	.	4	2	0	.	.	.	.	.	.	.	.	.	.	.	.	733	12	7
247	13	8	94	11	7	.	.	.	.	.	.	.	.	.	.	.	.	3,012	9	3
325	0	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5,790	4	0
424	2	3	214	10	6	.	.	.	.	.	.	.	.	.	.	.	.	8,363	0	8
180	0	0	73	8	0	.	.	.	.	.	.	.	.	.	.	.	.	4,895	2	3
			.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	3,768	0	0
6,929	11	8	4,005	6	5	533	2	0	.	.	.	.	.	.	.	.	.	1,69,262	10	5
397	1	3	1,551	1	0	.	.	.	600	0	0	.	.	.	.	.	.	29,831	14	1
294	12	0	57	0	0	.	.	.	.	.	.	.	.	.	.	.	.	8,485	1	8
440	0	0	1,231	3	6	.	.	.	.	.	.	.	.	.	.	.	.	9,911	3	6
350	7	3	1,493	12	11	.	.	.	.	.	.	.	.	.	.	.	.	8,076	4	2
445	10	0	76	9	0	.	.	.	.	.	.	.	.	.	.	.	.	4,808	3	0
62	14	3	57	1	6	.	.	.	.	.	.	.	.	.	.	.	.	3,148	7	9
152	0	0	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2,670	0	0
1,807	8	0	2,935	8	0	.	.	.	.	.	.	.	.	.	.	.	.	32,403	5	6
240	10	0	1,486	15	7	.	.	.	.	.	.	.	.	.	.	.	.	39,225	5	10
250	10	0	439	3	6	.	.	.	.	.	.	.	.	.	8,260	8	0	13,054	5	6
275	0	0	204	5	1	.	.	.	.	.	.	.	.	.	.	.	.	5,692	4	5
.	.	.	256	12	3	.	.	.	.	.	.	.	.	.	.	.	.	5,705	12	3
			57	0	8	.	.	.	.	.	.	.	.	.	.	.	.	4,538	1	5
4,716	8	9	9,846	8	4	.	.	.	600	0	0	.	.	.	8,260	8	0	1,67,550	5	1
27,242	2	2	32,334	14	2	533	2	0	2,616	0	0	7,487	2	11	27,399	12	0	5,87,558	6	1
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	88,095	6	2
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	675,653	12	3

TABLE VIII.—Abstract Statement of Receipts of the Education Department,

Institutions.	Sale of Books.			Tuition.			Deposited by Boys.			Refund Charges.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
<i>Institutions at the Presidency.</i>												
Balance on the 1st May, 1843.	.	.	.	.	.	.	.	.	.	.	.	.
Secretary to the Council of Education	24	0	0	.	.	.	.	.	.	300	0	0
Hindoo College . . . . .	.	.	.	28,981	11	3	.	.	.	132	9	7
Medical College . . . . .	.	.	.	.	.	.	.	.	.	628	0	0
Patsalah	56	1	6	869	15	9	.	.	.	17	6	10
Sanscrit College. . . . .	.	.	.	.	.	.	.	.	.	163	7	8
Madressa . . . . .	.	.	.	.	.	.	.	.	.	40	8	0
School Society's School. . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Total	80	1	6	29,851	11	0	.	.	.	1,282	0	1
<i>Institutions in the Provinces.</i>												
Chittagong School	300	0	0	.	.	.	.	.	.	.	.	.
Cuttack . . . . .	.	.	.	4,182	8	0	195	8	0	31	2	8 $\frac{3}{4}$
Mahomed Mohsin's College . . . . .	.	.	.	1,093	8	0	99	0	0	0	4	1 $\frac{1}{2}$
Branch School . . . . .	.	.	.	.	.	.	.	.	.	19	5	7 $\frac{1}{2}$
Infant School . . . . .	.	.	.	210	12	0	.	.	.	.	.	.
Seetapore School . . . . .	.	.	.	.	.	.	.	.	.	738	8	8
Midnapore School	15	4	0	.	.	.	.	.	.	.	.	.
Patna School	148	2	8	266	14	10	.	.	.	120	0	0
Bauleah School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Commillah School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Sylhet School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Seebagore School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Arracan School (Ramree)	14	6	0	.	.	.	.	.	.	.	.	.
Moulmein School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Bhaugulpore Hill School . . . . .	.	.	.	.	.	.	.	.	.	167	0	0
Nowgong School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Durrung School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Kamroop School. . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Debrooghur School. . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Luckimpore and Dokwakhana Schools . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Ten Pergunnah School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Bhaugulpore School	36	0	0	.	.	.	.	.	.	.	.	.
Jessore School	124	5	4	.	.	.	.	.	.	.	.	.
Gowahatty School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Total	638	2	0	5,753	10	10	294	8	0	1,076	5	1 $\frac{3}{4}$
Grand Total	718	3	6	35,605	5	10	294	8	0	2,358	5	2 $\frac{3}{4}$

Deduct amount allotted to the North-Western Provinces out of the balance on the 30th Department, as per resolution of the Government of Bengal, dated 18th December, Ditto ditto out of the Parliamentary and Government Grants, and of the Interest on the for the year 1843-4, as per ditto

from 30th April, 1843 to 30th April, 1844, as furnished by the Accountant General.

Fines, &c.	Local Funds.	Interest.	Miscellaneous.	Parliamentary and other new Government Grants.	Total.
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
. .	. .	. .	. .	. .	88,095 6 2
. .	. .	24,046 6 4	4,250 15 6	2,56,407 6 8	2,85,028 12 6
30 0 0	. .	1,668 7 10	140 0 0	. .	30,952 12 8
127 12 0	. .	. .	. .	76,449 5 6	77,205 1 6
. .	. .	. .	. .	943 8 1	943 8 1
. .	. .	. .	. .	24,669 13 0	24,833 4 8
. .	. .	. .	. .	32,000 0 0	32,040 8 0
. .	. .	. .	. .	12,017 8 0	12,017 8 0
157 12 0	. .	25,714 14 2	4,390 15 6	4,01,544 1 2	5,51,116 13 7
. .	2,106 7 10	. .	. .	. .	2,106 7 10
. .	. .	. .	0 4 0	. .	300 4 0
1 8 0	5,093 6 1½	41,399 12 9	6 2 8	. .	50,910 0 3½
. .	. .	. .	. .	. .	1,192 12 1½
. .	. .	. .	. .	. .	19 5 7½
. .	. .	. .	. .	. .	210 12 0
. .	26 4 0	. .	. .	. .	764 12 8
. .	114 0 0	. .	. .	. .	129 4 0
. .	. .	. .	. .	. .	268 2 8
14 2 6	155 2 0	. .	4 0 0	. .	440 3 4
. .	. .	. .	. .	3,000 0 0	3,000 0 0
. .	. .	. .	. .	3,120 0 0	3,120 0 0
. .	. .	. .	. .	6,000 0 0	6,014 6 0
. .	. .	. .	. .	6,000 0 0	6,000 0 0
. .	. .	. .	. .	3,000 0 0	3,167 0 0
. .	. .	. .	. .	1,080 0 0	1,080 0 0
. .	. .	. .	. .	768 0 0	768 0 0
. .	. .	. .	. .	1,441 8 0	1,441 8 0
. .	. .	. .	. .	816 0 0	816 0 0
. .	. .	. .	. .	420 0 0	420 0 0
. .	. .	. .	. .	229 13 5	229 13 5
. .	. .	. .	. .	. .	36 0 0
. .	. .	. .	. .	. .	124 5 4
. .	71 8 0	. .	. .	. .	71 8 0
15 10 6	7,566 11 11½	41,399 12 9	10 6 8	25,875 5 5	82,630 9 3½
173 6 6	7,566 11 11½	67,114 10 11	4,401 6 2	4,27,419 6 7	6,33,747 6 10½
April, 1843, standing at the credit of the Education 1843				32,161 14 6	
general funds in the hands of the Government agent				1,23,991 10 0	
					1,56,153 8 6
Company's Rupees					4,77,593 14 4½

TABLE IX.—Abstract Statement of Disbursements of the Education Department

Institutions.	Establishment.			Scholarships.			Stipend.			House Rent.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
<i>Institutions at the Presidency.</i>												
Secretary to the Council of Education	4,346	13	6	.	.	.	.	.	.	.	.	.
Hindoo College	45,496	6	0	6,896	3	6	.	.	.	1,680	0	0
Sanscrit College	13,784	10	3	2,619	0	0	748	10	0	.	.	.
Madressa	27,026	2	8	4,010	12	2	.	.	.	.	.	.
Medical College	52,945	9	0	544	0	0	4,192	0	0	.	.	.
Patsalah	2,309	0	0	.	.	.	.	.	.	.	.	.
School Society's School	6,270	0	0	.	.	.	.	.	.	.	.	.
Total	1,52,178	9	5	14,069	15	8	4,940	10	0	1,680	0	0
<i>Institutions in the Provinces.</i>												
Burrisaul . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Bhaugulpore Institution	4,120	0	0	141	15	0	.	.	.	.	.	.
Bhaugulpore Hill School	2,579	9	2	160	0	0	1,173	0	0	.	.	.
Bancoorah . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Chittagong	5,435	5	8	257	0	6	.	.	.	.	.	.
Cuttack	3,048	0	0	193	0	0	.	.	.	12	8	0
Dacca	14,967	5	8	1,358	0	0	.	.	.	1,020	0	0
Mahomed Mohsin's College	61,681	6	11	7,436	1	3½	167	0	0	65	1	6
Branch School	6,579	4	3	162	15	11	.	.	.	.	.	.
Infant School	1,516	2	0½	.	.	.	.	.	.	.	.	.
Seetapore School	2,112	0	0	.	.	.	.	.	.	2	0	0
Ummerpore School . . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Jessore School	3,980	0	0	147	3	7	.	.	.	.	.	.
Seesaugore School	2,304	0	0	.	.	.	.	.	.	40	0	0
Gowahatty School	6,024	4	7	96	0	0	.	.	.	.	.	.
Midnapore School	5,052	0	0	192	0	0	.	.	.	.	.	.
Patna School	6,540	12	8	196	6	0	.	.	.	600	0	0
Bauleah School	3,264	0	0	174	7	0	.	.	.	.	.	.
Ramree School	2,288	0	0	96	0	0	.	.	.	.	.	.
Sylhet School	2,600	0	0	.	.	.	.	.	.	.	.	.
Moulmein School	5,293	2	0	.	.	.	.	.	.	.	.	.
Mergui School	358	13	0	.	.	.	.	.	.	.	.	.
Commillah School	4,127	5	4	.	.	.	.	.	.	.	.	.
Durrung School	749	4	7	.	.	.	.	.	.	.	.	.
Luckimpore School	260	0	0	.	.	.	.	.	.	.	.	.
Dukna Khana School	195	0	0	.	.	.	.	.	.	.	.	.
Total	1,45,075	11	10½	10,611	1	3½	1,340	0	0	1,739	9	6
Grand Total	2,97,254	5	3½	24,681	0	11½	6,280	10	0	3,419	9	6

from 30th April, 1843, to 30th April, 1844, as furnished by the Accountant General.

Purchase of Books.			Contingencies.			Pensions.			Batta, Gratuity, and House Rent, &c. of the Professors and others.			Ceylon Students.			Total.		
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
2,691	15	0	3,687	9	6	.	.	.	.	.	.	.	.	.	10,726	6	0
1,200	0	0	1,675	8	3	.	.	.	.	.	.	.	.	.	56,948	1	9
300	0	0	513	3	0	.	.	.	.	.	.	.	.	.	17,965	7	3
840	0	0	2,390	10	4	2,016	0	0	.	.	.	.	.	.	36,283	9	2
.	.	.	5,174	4	9	.	.	.	10,918	8	0	3,430	11	9	77,205	1	0
40	0	0	255	9	0	.	.	.	.	.	.	.	.	.	2,604	9	0
220	0	0	.	.	.	.	.	.	.	.	.	.	.	.	6,490	0	0
5,291	15	0	13,696	12	10	2,016	0	0	10,918	8	0	3,430	11	9	2,08,223	2	8
300	0	0	.	.	.	.	.	.	.	.	.	.	.	.	300	0	0
360	0	0	.	.	.	.	.	.	.	.	.	.	.	.	4,621	15	0
240	0	0	.	.	.	.	.	.	.	.	.	.	.	.	4,152	9	2
20	0	0	.	.	.	.	.	.	.	.	.	.	.	.	20	0	0
240	0	0	54	12	0	.	.	.	.	.	.	.	.	.	5,987	2	2
300	0	0	37	4	0	.	.	.	.	.	.	.	.	.	3,590	12	0
840	0	0	130	8	0	.	.	.	.	.	.	.	.	.	18,315	13	8
1,467	14	6	2,318	14	2	.	.	.	.	.	.	.	.	.	73,136	6	4½
420	0	0	359	9	0	.	.	.	.	.	.	.	.	.	7,521	13	2
60	0	0	33	12	6	.	.	.	.	.	.	.	.	.	1,609	14	6½
240	0	0	81	12	0	.	.	.	.	.	.	.	.	.	2,435	12	0
240	0	0	.	.	.	.	.	.	.	.	.	.	.	.	240	0	0
240	0	0	138	11	9	.	.	.	.	.	.	.	.	.	4,505	15	4
200	0	0	46	11	6	.	.	.	.	.	.	.	.	.	2,590	11	6
300	0	0	250	0	0	.	.	.	.	.	.	.	.	.	6,670	4	7
300	0	0	120	0	0	.	.	.	.	.	.	.	.	.	5,664	0	0
360	0	0	129	14	0	.	.	.	.	.	.	.	.	.	7,827	0	8
360	0	0	250	0	0	.	.	.	.	.	.	.	.	.	4,048	7	0
220	0	0	243	1	0	.	.	.	.	.	.	.	.	.	2,447	1	0
260	0	0	.	.	.	.	.	.	.	.	.	.	.	.	2,860	0	0
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5,293	2	0
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	358	13	0
240	0	0	.	.	.	.	.	.	.	.	.	.	.	.	4,367	5	4
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	749	4	7
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	260	0	0
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	195	0	0
7,207	14	6	4,194	13	11	.	.	.	.	.	.	.	.	.	1,70,169	3	1
12,499	13	6	17,891	10	9	2,016	0	0	10,918	8	0	3,430	11	9	3,78,392	5	9
Balance in favour of the Education Department on the 30th April, 1844															99,201	8	7½
Company's Rupees															4,77,593	14	4½
Allotted to the Agra Government															1,56,153	8	6
Total Rupees															6,33,747	6	10½

TABLE X.—*Employment of the Students who have left the Government Schools and Colleges, up to 1839-40.*

No.	Employment.	Amount of Salaries per Month.	
		Rs.	Rs.
83	English Teachers	From 20	to 50
33	Arabic Teachers	„ 30	to 60
133	Persian Teachers	„ 10	to 20
50	Sanscrit Teachers	„ 16	to 60
20	Bengalee Teachers	„ 16	to 20
4	Hindee Teachers	„ 16	to 20
5	Urdu Teachers	„ 16	to 20
2	Superintendents of Abkaree . . .	At	500
23	Deputy Collectors	„	300
7	Sudder Ameens	„	300
18	Munsiffs	„	100
10	Zillah Pundits	„	60
19	Zillah Moulavies	„	80
2	Assistant Secretaries	„	50
1	Ditto	„	200
102	Dewans and Banians	From 10	to 500
3	Nazeers	At	20
20	Native Doctors	„	20
3	Apothecaries	„	15
57	Assistant Surveyors	„	40
170	Writers	From 10	to 100
61	Merchants . . . . .	.	.
128	Vakeels	At	15
25	Sub-Assistant Surgeons	„	100
16	Record Keepers	From 30	to 50
425	Miscellaneous . . . . .	.	.

The above table is exceedingly satisfactory, as it testifies to the practical advantages, not only to the parties themselves, but to the public interests, resulting from the liberal policy of the East India Company. Independently of the 330 tutors or teachers of languages, English, Arabic, Sanscrit, &c. sent into native society, the highly responsible Government offices of Deputy Collectors, Sudder Ameens, and Munsiffs are filled by young men not only of a higher intellectual standard, but, it is to be hoped, of a higher moral impress than ordinary. The Vakeels, too, who practise in the courts of law, will necessarily be better qualified than the old Vakeels.

TABLE XI.—I. List of the Government Schools under the late General Committee of Public Instruction, at the end of 1840-41, i.e., on the 30th April, 1841.

Those schools marked thus (a) have aid in books, but no other fixed allowance is given.—In the Average Attendance column, Sy. S. signifies Secondary School—E. D., English Department—O. D., Oriental Department—H. D., Hindee Department—V. D., Vernacular Department—(b) that no Returns have been received.

Names of Schools.	Number of Masters.	Number of Assistants.	Number of Pupils.	Religion.				Average Attendance.	By whom Superintended.	Average Monthly Expense, from 30th April, 1840, to 30th April, 1841.	Average Cost Monthly to Government of Education per Head.
				Christians.	Hindoos.	Mahomedans.	Other Castes.				
CALCUTTA.											
Hindoo College	6	15	557	..	557	..	..	431 {	Sub-Committee, N. Managers, and Principal	Rs. 4,618 13 2	Rs. 8 4 8
Medical College	7	2	79	25	51	3	..	58 {	Sub-Committee and College Council	4,926 9 3*	62 5 9*
Mahomedan Madrasa . .	2	11	252	..	..	252	..	Sy. S. 55 {	Sub-Committee and Superintendent Major Ouseley . .	2,469 7 7	9 12 9
Sanscrit College . . . .	..	11	123	..	123	..	..	O. D. 130 {	Sub-Committee and Secretary	1,151 7 4	9 5 9
HOOGHLY.											
College of Mahomed Mohsin .	3	37	1,076	16	735	325	..	E. D. 603 {	Sub-Committee and Principal	5,927 2 0	5 8 1
Hooghly Branch School . .	2	8	393	1	300	92	..	O. D. 196 {	Sub-Committee and Superintendent	465 9 8	1 2 11
Hooghly Infant School . .	1	1	60	4	48	8	..	230 {	Ditto	108 2 11	1 12 10
Setapore Branch School . .	1	..	76	1	75	..	..	44 {	Ditto	109 11 6	1 7 1
(a)Tribanay Probational School	2	1	97	..	97	..	..	54 {	Ditto	4 3 6	0 0 8
(a)Umerpore Probational School	1	1	86	..	86	..	..	(b) 61 {	Ditto	8 12 5	0 1 9

* This sum, however, also provides, as per General Order dated 12th August, 1839, for 70 secondary school-boys, for hospitals, museums, dispensaries, &c. The stipend of 5 rupees per mensem, received by each of the secondary schools, is paid from the Presidency Pay Office.

I. List of the Government Schools under the late General Committee of Public Instruction, &c.—continued.

Names of Schools.	Number of Masters.	Number of Assistants.	Number of Pupils.	Religion.				Average Attendance.	By whom Superintended.	Average Monthly Expense, from 30th April, 1840, to 30th April, 1841.	Average Cost Monthly to Government of Education per Head.
				Christians.	Hindus.	Mahomedans.	Other Castes.				
DIVISION I.—BENGAL.											
Section I.											
(a) Bancoorah Probational School	2	1	183	2	170	11	..	48	Local Committee	36 9 4	0 3 2
Jessore School	2	3	156	2	153	1	..	75	Ditto	258 4 8	1 10 6
Dacca College	2	9	252	19	199	34	..	141	Ditto	938 15 10	3 11 7
Comillah School	2	1	85	5	73	7	..	45	Ditto	331 0 8	3 14 0
Chittagong School	2	3	108	8	94	6	..	89	Ditto	479 7 11	4 7 0
Beaulah School	2	2	186	3	182	1	..	(b)	Ditto	284 2 4	1 8 5
(a) Burrissaul Probational School	1	2	45	4	41	..	..	(b)	Ditto . . . . .	..	..
Sylhet Probational School .	1	2	76	1	73	2	..	(b)	Ditto	36 5 10	0 7 4
ORISSA.											
Section II.											
Cuttack School	2	1	82	..	82	..	..	62	Ditto	121 1 9	1 7 7
Midnapore School	2	2	140	5	131	4	..	95	Ditto	400 12 8	2 13 9
THE EASTERN PROVINCES.											
Section III.											
Gowahatee School	2	3	316	3	211	102	..	254	Ditto	461 2 8	1 7 4
Gowahatee Branch Schools* :—	..	..	..	..	..	..	..	82	Ditto . . . . .	..	..
Nilachol . . . . .	..	..	..	..	..	..	..	..	Ditto . . . . .	..	..

I. List of the Government Schools under the late General Committee of Public Instruction, &c.—continued.

Names of Schools.	Number of Masters.	Number of Assistants.	Number of Pupils.	Religion.				Average Attendance.	By whom Superintended.	Average Monthly Expense, from 30th April, 1840, to 30th April, 1841.	Average Cost Monthly to Government of Education per Head.
				Christians.	Hindoo.	Mahomedans.	Other Castes.				
DIVISION IV.—NORTH-WESTERN PROVINCES.											
Agra College	3	14	251	11	200	40	..	E. D. 76 O. D. 109	Visitor Oriental College, J. Thomason, Esq., Local Committee, and Principal . .	1,160 2 4	4 9 11
Delhi College and Institution.	3	14	166	4	93	69	..	E. D. 55 O. D. 77	Ditto	1,258 4 3	7 9 3
Bareilly School	1	1	72	..	63	9	..	47	Local Committee	332 8 0	4 9 10
Meerut School	2	1	86	..	47	38	..	63	Ditto	428 0 6	4 15 7
Furrakabad School	2	2	116	2	96	18	..	70	Ditto	408 14 0	3 8 4
Ajmeer School	2	4	156	4	119	33	..	72	Ditto	473 6 4	3 0 6
Total	79	192	7,324	196	5,494	1,420	214	4,418		33,303 1 7	203 10 6

II. List of the Government Institutions under the Council of Education and Government, in the General Department, at the end of 1841-2, i.e., on the 30th April, 1842.

CALCUTTA.											
Hindoo College	5	17	520	..	520	..	..	427	Secretary of Council of Education and Principal . .	4,763 1 1	9 2 6
Medical College	7	4	87	25	60	2	..	M. C. 68 Sy. S. 65	Secretary of Council of Education and College Council .	6,407 5 3	73 10 4*

Mahomedan Madrassa . . .	2	11	253	..	253	..	..	253	{ E. D. 91 O. D. 120	Secretary of Council of Education and Superintendent Major Ouseley . . .	{ 2,779 9 8 1,413 4 10	{ 10 15 9 11 15 7
Sanscrit College . . .	..	10	118	..	..	..	..	..	80	Secretary of Council of Education . . .		
HOOGHLY.												
College of Mohammed Mohsin	4	39	964	16	621	..	..	327	{ E. D. 608 O. D. 167	Secretary of Council of Education and Principal . . .	{ 6,292 5 4 520 2 0 126 4 9 262 5 2 1 10 0 9 10 0	{ 6 8 5 1 6 7 2 5 5 1 13 9 0 0 4 0 1 6
Hooghly Branch School . . .	2	8	368	2	297	..	..	69	237	Ditto . . .		
Hooghly Infant School . . .	1	1	54	4	45	..	..	5	40	Ditto . . .		
Seetapore Branch School . . .	2	5	141	1	100	..	..	40	75	Ditto . . .		
(a) Tribanee Probational School	2	1	68	..	68	..	..	..	(b)	Ditto . . .		
(a) Umerpore Probational School	2	1	100	..	100	..	..	..	89	Ditto . . .		
DIVISION I.—BENGAL.												
Section I.												
(a) Bancoorah Probational School	1	2	199	..	188	..	..	11	34	Local Committee and Government (General Department)	{ 1 15 8 340 0 6	{ 0 0 2 2 2 5
Jessore School . . .	1	4	158	..	156	..	..	2	67	Ditto . . .		
Dacca College . . .	3	8	342	24	277	..	..	41	165	Local Committee, Principal, and Government (General Department)	{ 971 13 2	{ 2 13 5
Comillah School . . .	2	1	83	1	74	..	..	8	50	Local Committee and Government (General Department)	{ 331 8 2	{ 3 15 10
Chittagong School . . .	2	3	105	11	92	..	..	2	83	Ditto . . .	{ 545 15 11 272 15 1	{ 5 3 2 1 8 8
Beaulcah School . . .	2	2	177	2	174	..	..	1	(b)	Ditto . . .	{ 6 5 4	{ 0 1 8
(a) Burrisaul Probational School	1	2	61	8	50	..	..	3	(b)	Ditto . . .	{ 23 5 4	{ 0 2 5
(a) Sylhet Probational School .	1	2	151	4	137	..	..	20	(b)	Ditto . . .		
ORISSA.												
Section II.												
Cuttack School . . .	2	2	86	9	70	..	..	7	62	Ditto . . .	{ 283 7 6 511 12 4	{ 3 4 9 3 6 11
Midnapore School . . .	2	4	149	3	144	..	..	2	114	Ditto . . .		

• Vide note supra to Medical College.

II. List of the Government Institutions under the Council of Education and Government, &c.—continued.

Names of Schools.	Number of Masters.	Number of Assistants.	Number of Pupils.	Religion.				Average Attendance.	By whom Superintended.	Average Monthly Expense, from 30th April, 1841, to 30th April, 1842.	Average Cost Monthly to Government of Education per Head.
				Christians.	Hindus.	Mahomedans.	Other Castes.				
THE EASTERN PROVINCES.											
Section III.											
Gohawatee School	2	3	171	..	101	70	..	*212 {	Local Committee and Govern- ment (General Department)	681 12 4	Rs. A. P. 3 15 9
Gohawatee Branch School†:—								90			
Nilachol . . . . .	..	..	..	..	..	..	..	69			
Pandu . . . . .	..	..	..	..	..	..	..	58			
Beltulla . . . . .	..	..	..	..	..	..	..	27			
Amingong . . . . .	..	..	..	..	..	..	..	63			
North Gohawatee . . . . .	..	..	..	..	..	..	..	75			
Seesaugur School	2	1	75	2	60	13	..	(b)	Ditto	250 0 0	3 5 4
Arracan { Akeyab School	2	3	56	8	3	1	44	(b)	Ditto	309 2 4	5 8 4
{ Ramree School	1	3	79	1	1	46	31	50	Commissioner, Local Commit- tee, and Government (Gene- ral Department)	228 2 2	2 14 2
Moulmein School	2	1	65	15	3	6	41	(b)	Ditto	500 0 0	7 11 1
Tevoy and Mergui Branch Schools . . . . .	..	..	..	..	..	..	..	(b)	Ditto . . . . .	..	..
DIVISION II.—BEHAR.											
Patna School	2	3	107	17	71	19	..	73 {	Local Committee and Govern- ment (General Department)	785 0 11	7 5 4
Bhaugulpore Institution	2	1	66	1	63	2	..	49	Ditto	392 6 11	5 15 1
Bhaugulpore Hill School	1	1	104	..	..	11	93	67	Ditto	325 7 11	3 2 1

DIVISION III.—ALLAHABAD									
DIVISION.									
Benares English Seminary,									
Branch School	4	6	19	15	166	10	..	131	Ditto
Benares Oriental College . . . . .	..	15	110	..	110	..	..	115†	Ditto
Ghazepore School	2	2	183	15	124	44	..	115	Ditto
Allahabad School	2	6	103	6	81	16	..	..	Ditto
Saugor School	2	5	222	2	202	18	..	E. D. 77	Ditto
Jubbulpore School	1	4	174	7	122	45	..	H. D. 110	Ditto
Azimghur School	2	4	246	4	210	32	..	E. D. 52	Ditto
Goruckpore School	2	1	52	..	39	13	..	V. D. 90	Ditto
								O. D. 113	Ditto
								E. D. 29	Ditto
								(b)	Ditto
DIVISION IV.—NORTH-WESTERN PROVINCES.									
Agra College	3	16	346	2	260	65	..	E. D. 88	Visitor, Local Committee, and
Delhi College and Institution.	3	20	426	10	214	202	..	O. D. 124	Principal
Bareilly School	2	2	85	..	77	8	..	E. D. 106	Ditto
Meerut School	2	1	67	1	41	25	..	O. D. 140	Local Committee and Govern-
Furruckabad School	2	5	108	..	81	27	..	..	ment (General Department)
Ajmeer School	2	4	171	5	125	41	..	72	Ditto
								53	Ditto
								81	Ditto
								48	Ditto
Total	87	233	7,391	240	5,435	1,507	209	5,019	
									41,169 14 0 247 15 6

• An error ; but is so stated in the local return.

† Elementary, and not directly under this office.

‡ An error, see C. 4 ; but sic in local returns.

The preceding 11 tables suggest the following observations. The first feature is the proportion of the Mahomedan students to the Hindoo. Opinions are expressed in the reports that the Mahomedan population are averse to receive European instruction; but the final numbers in the returns do not seem to authorize these opinions. The total number of pupils in 1843 was 8,203, under the Bengal and Agra governments, and of this number 1,621 were Moslems, and 6,140 Hindoos. Some statisticians have estimated the Mahomedan population as low as 1 Mahomedan to 14 Hindoos; while the highest estimate, I believe, does not exceed 1 to 9. In either case, the proportion of the Mahomedan students far exceeds the proportion of the Hindoo students relatively to their respective population, being, in fact, 1 in 5.06 of the whole students. The next feature is, that more than five-eighths, or 5,132 of the whole students learn English; while only 426 learn Sanscrit, 572 Arabic, and 706 Persian. The two former are necessary in the study of Hindoo and Mahomedan law; and it would hence appear that those studies can scarcely be prosecuted with a vigour proportioned to their importance. The Bengal language, after English, has the greatest number of students, viz., 2,718; followed by the Hindoe, 1,819, and Oordoo 1,504, the last two being chiefly spoken under the Agra Government.. There are 253 Christians in the schools, and 189 who are neither Christians, Mahomedans, nor Hindoos: these are chiefly Buddhists, at Moulmein, or low castes of the Bhaugulpoor Hills. A marked feature of the tables also, is the fact that, under the Agra Government, out of 2,420 pupils, only 42 pay for instruction. In Bengal, 1,572 pay, and 4,211 receive gratuitous instruction. This is a questionable, but probably inevitable policy at the present time; and the Bengal Government are desirous of modifying it. The Bombay Government have found advantages in imposing a school-fee, although very trifling in amount.

It being quite impossible to appreciate fully the mastery which the native mind is capable of obtaining over European subjects of science and literature, without a perusal of the examination papers for senior and junior scholarships, I annex some of them from various colleges; and as from the details which I have given respecting the mode of conducting examinations collusion amongst the students would appear to be impracticable, I presume others, like myself, will feel a surprise which would lead some to doubt of the possibility of a native of India attaining the proficiency described, were it not that the high character of those who attest this proficiency in their reports place beyond all question the facts, and it is only left to us to express our admiration at results so unexpected and gratifying.

Bengal has several orphan and private schools, with the details of which I am unacquainted; moreover, they do not come within the objects of the present paper.

Scholarship Examination Questions for 1842-43.

LITERATURE.—*Senior.*

Subject for Essay.—"On the effects produced on the fortunes of different nations, and on mankind in general, by the individual character of remarkable persons, illustrated from History."

“ Or let my lamp at midnight hour
 Be seen in some high lonely tower,
 Where I may oft outwatch the Bear
 With thrice-great Hermes, or unsphere
 The spirit of Plato, to unfold
 What worlds or what vast regions hold
 The immortal mind that hath forsook
 Her mansion in this fleshly nook :
 And of those demons that are found
 In fire, air, flood, or under ground,
 Whose power hath a true consent
 With planet or with element.
 Some time let gorgeous Tragedy
 In scepter'd pall come sweeping by,
 Presenting Thebes or Pelops' line,
 Or the tale of Troy divine ;
 Or what (though rare) of later age
 Ennobled hath the buskin'd stage.”

1. What is the meaning of “ outwatch the Bear ?”
2. Who is “ thrice-great Hermes ?”
3. What is the meaning of “ unsphere the spirit of Plato ?”
4. For what purpose does the Poet desire to unsphere the spirit of Plato, and why does he fix upon Plato for that purpose ?
5. What is the meaning of “ a true consent with planet or with element ?”
6. Write out the substance of the six last lines in prose, substituting literal for figurative expressions, and expanding the whole, so as to show whether you completely understand the force of every expression, the meaning of every allusion, &c.
7. From what author and from what poem are these lines taken ?

It is an assured truth which is contained in the verses :

“ To have carefully learned the ingenious arts
 Softens the manners and takes off their rudeness.”

Learning taketh away the wildness and barbarism and fierceness of men's minds, but indeed the accent had need be upon *carefully*, for a little superficial learning doth rather work the contrary effect. It taketh away all levity, temerity, and insolency, by copious suggestion of all doubts and difficulties, and acquainting the mind to balance reason on both sides, and to turn back the first offers and conceits of the mind, and to accept of nothing but examined and tried. It taketh away vain admiration of any thing, which is the root of all weakness ; for all things are admired either because they are new, or because they are great. For novelty, no man that wadeth in learning or contemplation thoroughly, but will find that printed in his heart ; “ There is nothing new upon the earth.” Neither can any man marvel at the play of puppets, that goeth behind the clown, and deviseth well of the motion.

And for magnitude, as Alexander the Great, after that he was used to great armies, and the great conquests of the spacious provinces in Asia, when he received letters out of Greece of some fights and services there, which were commonly for a passage or a fort or some walled town, at the most, he said, “ It seemed to him that he was advised of the battles of the frogs and mice, that the old tales went of.”— So certainly if a man meditate upon the universal frame of nature, the earth with men upon it, (the divineness of souls excepted,) will not seem much other than an ant-hill, where some ants carry corn, and some carry their young, and some go empty, and all to and fro, a little heap of dust. It taketh away or mitigateth fear of death, or adverse fortune, which is one of the greatest impediments of virtue and imperfections of manners. For if a man's mind be deeply seasoned with the consideration of the mortality and corruptible nature of things, he will easily concur with Epictetus, who went forth one day and saw a woman weeping for her pitcher of earth that was broken, and went forth the next day and saw a woman weeping for her son that was dead, and thereupon said, yesterday I saw a fragile thing broken, to-day I saw a mortal thing perish.

And therefore Virgil did excellently and profoundly couple the knowledge of causes and the conquest of all fears together as things concomitant.

Happy he who hath been able to discover the causes of things, and to cast under his feet all fears and inexorable fate, the noise of the devouring gulf.

It were too long to go over the particular remedies which learning doth minister to all the diseases of the mind; sometimes purging the ill humours, sometimes opening the obstructions, sometimes helping digestion, sometimes increasing appetite, sometimes healing the wounds and exulcerations thereof, and the like, and therefore I will conclude with that, which is worth all the rest, which is that it disposeth the constitution of the mind not to be fixed and settled in the defects thereof, but still to be capable and susceptible of growth and reformation.

For the unlearned man knows not what it is to descend into himself, or to call himself to account, nor the pleasure of that most delightful life, the feeling that we are day by day improving. The good parts he hath, he will learn to show to the full, and to use them dexterously, but not much to increase them. The faults he has, he will learn how to hide and colour them, not much to amend them, like an ill mower that mows on still, and never whets his scythe; whereas with the learned man it fares otherwise, that he doth ever intermix the correction and amendment of his mind with the use and employment thereof.

Nay farther, in general and in sum, certain it is, that truth and goodness differ but as the seal and the print, for truth prints goodness, and they be the clouds of error, which descend in the storms of passions and perturbations.

1. "But indeed the accent need be upon *carefully*."

Explain this fully, giving the reason why the accent need be upon *carefully*.

2. "No man that wadeth in learning or contemplation thoroughly."

Is the word wadeth, literal or figurative; if figurative, give an example of its literal meaning?

3. "And for the magnitude, as Alexander the Great," &c.

Explain this fully.

What sort of person is Alexander compared to?

What are the great armies and great provinces of Asia compared to?

What are the fights and services mentioned in the letters out of Greece compared to by Alexander the Great in this story? And what are they here compared to by the author?

4. "Like an ill mower that mows on still and never whets his scythe."

What is the scythe compared to, and what is the whetting of it compared to?

5. "Truth and goodness differ but as the seal and the print, for truth prints goodness, and they be the clouds of error which descend in the storms of passions and perturbations."

Explain this as fully as you can.

6. From what author and from what work is this passage taken?

MATHEMATICS.—Senior.

1. The angles which one right line makes with another upon one side of it, are either two right angles, or are together equal to two right angles.

2. Define a parallelogram. Parallelograms on the same base and between the same parallels are equal to one another. Show that if any quadrilateral figure be bisected by both its diagonals it is a parallelogram.

3. To describe upon a given right line a segment of a circle which shall contain an angle equal to a given rectilineal angle.

The base, the vertical angle, and one of the other sides of a triangle are given; construct it.

4. Equal triangles which have one angle of the one equal to one angle of the other, have their sides about the equal angles reciprocally proportional: and triangles which have one angle of the one equal to one angle of the other, and their sides about the equal angles reciprocally proportional, are equal.

5. A common tangent is drawn to two circles which touch externally: if a circle be described on that part of it which lies between the point of contact, as a diameter, this circle will pass through the points of contact of the two circles, and touch the line joining their centres.

6. Extract the square root of $6x - 28x^3 + 49x^4 + \frac{9}{4} - 17x^2$. And add

$$\frac{1}{a-b} \cdot \frac{1}{a-c} \cdot \frac{1}{b+c} + \frac{1}{b-a} \cdot \frac{1}{b-c} \cdot \frac{1}{a+c} + \frac{1}{c-a} \cdot \frac{1}{c-b} \cdot \frac{1}{a+b}.$$

7. If the product $a b$ be divisible by c , and b and c are prime to each other, then will c be a division of a .

8. Solve the equations,

$$\alpha. \quad \frac{18x-19}{28} + \frac{11x+21}{6x+14} = \frac{9x+15}{14}.$$

$$\beta. \quad \begin{cases} \sqrt{y-x} - \sqrt{y-x} = \sqrt{20-x}. \\ \sqrt{y-x} : \sqrt{20-x} :: 3 : 2. \end{cases}$$

$$\gamma. \quad \begin{cases} y^4 - 432 = 12xy^2. \\ y^2 = 12 + 2xy. \end{cases}$$

9. Expand $\{x^{\frac{1}{2}} - y^{\frac{1}{2}}\}^{2m-3}$ by the Binomial theorem to 5 terms, and write down the $\frac{2n+1}{2}k$ term.

10. Convert 423154 from a scale whose radix is 6, to one whose radix is 12.

Find two fractions whose denominators shall be 7 and 9, and their sum equal to $\frac{19}{21}$.

11. Trace the changes in the sign and magnitude of $\sec. A$, as A increases from 0° to 360° .

$$\text{Show that } \tan. \frac{2A}{2} = \frac{2 \sin. A - \sin. 2A}{2 \sin. A + \sin. 2A}.$$

12. A person standing at the edge of a river observes that the top of a tower on the opposite side subtends an angle of 55° with a horizontal line drawn from his eye: receding 30 feet, he then finds it to subtend an angle of 48° : determine the breadth of the river.

$$\log. \sin. 7 = 9.08589$$

$$\log. \sin. 35 = 9.75859$$

$$\log. \cos. 42 = 9.87107$$

$$\log. 270 = 2.43136$$

$$\log. 1.0493 = .02089.$$

13. Express $(\cos. \theta)^n$ in terms of the cosines of multiples of θ , n being any positive integer. Ex. $(\cos. \theta)^6$.

14. Find a length of a perpendicular, let fall from a given point on a given straight line.

15. Find the equation to the tangent of a parabola: when will the normal at the extremity of the latus rectum cut the axis of y ?

16. The rectangle contained by the perpendiculars let fall from the foci of an ellipse or hyperbola on the tangent at any point, is equal to the square of the semi-axis minor.

17. The equation to a conic section is $5y^2 + 2xy + 5x^2 - 12x - 12y = 0$, find its centre, and the magnitudes and positions of its principal axes.

HISTORY.—Senior.

I. When did the thirty tyrants hold sway in Athens? What circumstances led to this sway? What bearing had the politics of Sparta on Athens at the time? Mention as many of the names of the thirty as you recollect. What was the occasion of the death of Theramenes? Had he a nickname, and what was his character? How did Critias come by his death; and who was the leader by whom the thirty tyrants were overthrown?

II. What do you know respecting the philosophy of Plato? How did it differ from the system of Epicurus?

III. When did the Macedonian or Grecian kingdom cease in Syria, and to what power and leader did it yield?

IV. Do you know anything concerning the route by which the army of Alexander the Great returned from the Indus to Babylon? Had he a fleet? Who commanded it? Whence and to what place did it steer, and where did the sea rejoin the land force?

V. Wherein consisted the most striking difference between the character as rulers of Trajan and Hadrian,—and did not the latter always remain at Rome, fascinated by the amusements of that capital?

VI. What were the circumstances that led to the elevation of the Emperor Maximin, and what was his character as a man and a ruler?

VII. What do you know respecting the history of the Emperor Diocletian? What is that event in it similar to one in the life of Charles V., Emperor of Germany?

VIII. What do you know regarding the character of the Emperor Julian? In his march through Assyria was there any incident similar to what we read of in the history of the states of Holland? Had Julian a fleet?—if so, how got it into the Tigris? What became of it? Describe the circumstances of the death of Julian.

IX. What were the principal events in the reign of Henry VII. of England—and what was the state of the police during the greater part of his reign?

X. What caused the civil war in Charles the First's time—and what was the court of Star Chamber? and mention the names of some of those who suffered by its sentence—and the reasons of their being arraigned by that court.

XI. What were the principal events of Queen Anne's reign? Mention also the principal statesmen and literary characters of that epoch.

XII. What was the character of Akhbar's reign? Where did he usually reside? Who were the remarkable characters of his court? Mention his contemporaries on the principal Asiatic and European thrones.

XIII. What circumstances led to the elevation of Aurungzebe? Had he many competitors for the throne? What was his character as a ruler and a man? Who was Sevajee, and did he ever come into collision with Aurungzebe—and on what occasion? Do you recollect any thing about Aurungzebe's visit to Benares?

XIV. State the circumstances that put an end to the dynasty of Shah Soojah as Soobadar of Bengal? When was the battle of Gheria fought? Who was the successful commander, and what results did his victory lead to?

NATURAL PHILOSOPHY.—*Senior.*

1. Define the centre of gravity, and also the specific gravity of a body. Define a fluid, and state some of the properties of fluids.

2. Two given forces act upon a body considered as a point in different directions; determine the direction and magnitude of a third force to keep the body at rest.

3. Explain how it is that a ship is enabled to sail in a direction nearly opposite to that of the wind.

4. Where is the fulcrum in an oar? Graduate the steelyard having a moveable fulcrum.

5. What practical method would you adopt for measuring the solid contents of an irregular body? Compare the specific gravity of two fluids by weighing a globe in each.

6. State and explain the hydrostatic paradox.

7. Explain the action of the common suction pump; and show whether the force requisite to draw up the piston increases or diminishes after each stroke.

8. Will a heated body cool sooner in a vacuum or in air, and why? If the effect of heat be to make bodies expand, how is it that ice floats in water?

9. Explain fully the use of the condenser in the steam engine.

10. An object is placed between two parallel mirrors A and B, at a distance of one foot from A, and two feet from B; find the distances of the 3rd and 4th images in A from the object.

11. Give a brief description of the eye, and show how an image is formed on the retina. What is the cause of short-sightedness, and what lens is used to rectify it.

12. Has the refraction of the atmosphere a tendency to increase or diminish the length of each day? How do you account for twilight; why is it longer the further you go from the equator?

13. Has a body the same weight at different places on the earth's surface? How is the weight of a body at the Equator compared with its weight nearer the pole.

14. State the three laws observed by Kepler concerning the motions of the planets; and the conclusion deduced from these laws about the force acting upon them.

Senior Scholarships.

LITERATURE.—Answers.

Poetry.

1st. The meaning of "outwatched the Bear," is to watch till the constellation Bear disappeared; that is, to remain watching till that constellation was set.

2nd. Mercury is thrice great Hermes.

3rd. The meaning of the passage "unsphere the spirit of Plato," is to break open, as it were, the spirit of Plato.

4th. The poet, in order to unfold what worlds, or what vast regions hold the immortal mind which has left the fleshly body, wishes to unsphere the spirit of Plato; and the reason why he chose Plato for that purpose is, that Plato has taught the immortality of the soul, and therefore the poet has very properly fixed upon him for this purpose.

5th. This passage, "a true consent with planet or with element," means a just agreement or coincidence with planet or with element; and this observation is just, because the poet says, that the power of demons has a true consent with planet or with element. The power of demons is apt to do evil, as the evil influence of planets which, according to superstitious notions, is considered as ominous.

6th. Let gorgeous tragedy come in scepter'd pall; for some time, presenting before the stage, either anything regarding Thebes, or the Pelopidæ, or any thing respecting the tale of ancient Troy, or that which, in modern times, has improved the buskined stage.

7th. This passage is taken from Milton's *Il Penseroso*.

DEGUMBER BISSWAS.

Prose.

1st. "But indeed the accent had need be upon carefully." This passage is explained as follows:—The author is here speaking of learning, and therefore he says, that the accent had need be upon carefully, that is, the word is to be used carefully, lest a little and superficial knowledge of any thing is to be understood by the word learning, as such knowledge often happens to pass for learning. This passage brings to my mind a couplet of Pope, which is somewhat similar to it.

"Little learning is a dangerous thing,

Drink deep or taste not the Pyrean spring."

2nd. The word wadeth is figurative here.

3rd. The author compares Alexander the Great to the astronomer or the philosopher, who meditates upon the universal frame of nature.

The fights and services mentioned in the letter out of Greece, are compared by Alexander to the battle of the frogs and mice; that is, they are trifling and of very little importance.

4th. The scythe is compared to the faults of the man who tries to colour and hide them, and the whetting of it, is compared to the amendment of those faults.

5th. This is taken from Bacon's advancement of Learning.

DEGUMBER BISSWAS, 1st Class.

PRIZE ESSAYS.

On the effects produced on the fortunes of different nations, and of mankind in general, by the individual characters of remarkable persons: illustrated from history.

All histories concur in showing us, that the fortunes of every nation depended more or less on the character of some individuals. Whether we consider the rise, the progress, or the sudden fall of a nation, or their improvement in any way, in each of these stages, the hand of some single person, acting in some way or other, is often visible. It is true, that a single person, without the assistance of subordinate hands cannot found a city or conquer a nation; but it is no less true, that a body without a head is of no use. Though Lord Napier was obliged to have recourse to inferior abilities in addition to his own, to make the table of Logarithms, it does not follow from that, that without his superintendence the same work would have been performed; but that he, without their help, could have done it if he had time, none can doubt. Hence all changes that occur in any country, the source, immediate or remote, may be traced to some individual.

There are different ways in which individuals can exercise their influence on the fortunes of nations. A conqueror can benefit man by encouraging colonization, or by facilitating communication with different nations. Hence, considering the advantages which mankind reaped by the foundation of Alexandria by Alexander the Great, as a means of communication between the different nations of the then known world, for carrying on trade, we can conceive what an immense influence the character of a single person had on the affairs of nations at large. The instance of Epaminondas shows most strikingly what effect the exertions of an individual can produce on the fortunes of a nation. The Theban power rose and fell with him. The free and republican spirited Romans who sacrificed their most illustrious citizen, Julius Cæsar, to their suspicion of his assuming absolute power, were rendered extremely slavish by Augustus. Washington was the man who obtained the independence of the American colonies. Many are the examples of this class of men : we know a Tamerlane, a Mahomet, a Shivajee, &c., men endowed with extraordinary abilities, and distinguished for being the authors of alteration (in human affairs,) as extraordinary.

A legislator has an influence on the fortunes of his fellow-creatures by his laws, which as they are good or bad, produce a corresponding effect on them. Thus we see Solon restored order and harmony to Athens, and increased the happiness of the citizens. Lycurgus made his subjects warlike and brave, but by prohibiting commerce and learning he greatly injured them.

There is another class of men, upon whom the fortunes of men greatly depend—the discoverers of countries. The discovery of America, which was the work of a single man, enriched some of the European nations, and opened to them a new field for commerce. Some men there are who from religious enthusiasm become the cause of great changes in the affairs of men, as Mahomet the Prophet. It was he, and he alone, that raised the Arabs from a state of insignificance to be a conquering and famous nation. Hence we find that, both in ancient and modern times, the fortunes of nations and of mankind in general had greatly depended on the individual characters of remarkable persons.

NOBINCHUNDER DOSS.

HISTORY.—*Answers.*

1. The thirty tyrants held their sway in Athens about the year 404, B.C. The immediate circumstance which led to this sway, was the utter defeat of the Athenian fleet under Conon in the battle of Egospotamos. At this time Athens became a province subject to Sparta, and governed by thirty tyrants named by Lysander, who was then at the head of the Spartan affairs. Of the names of the thirty, the following I recollect at this moment—Theramenes, Critias, Altytus, Dinocertus, &c. Almost all the thirty tyrants rendered their names hateful throughout Athens, by their cruelties and atrocities, but Theramenes did not partake in their crimes; he always denied his assent to their plans, a circumstance which made those wretches seek his destruction, and which they ultimately effected through the assistance of Lysander. The character of Theramenes, says a historian, deserves our admiration. He was noble in his principles, upright in his conduct, and deliberate in his councils. He was a good citizen, an affectionate husband, and at least a tolerable ruler. He had, says a celebrated historian, Rollin, the misfortune of becoming one of the tyrants. Had he remained a private man, his character would have been unstained. Critias, after the death of Theramenes, became at the head of thirty tyrants. But they were not long to continue: the noble Thrasybulus, excited by the love of his country, overthrew the tyrants by an Act usually called the Sister Act of Pelopidas.

2. Plato's idea of the origin of evil, was that God created no such thing as evil, it originates in the depravity of man's mind when it searches after spurious ways for happiness. In his dualistic system he taught that God and matter are two principles eternally opposite, differing not only by their essence, but they have no common principle to unite them. He maintained the immortality of the soul. In his dialectic system he taught that truth is only discernible by the understanding. That the knowledge of things depends more or less upon our perception. The Platonic philosophy differs from the Epicurean in this respect: Epicurus taught that God and matter are not only connected in their essence, but that every particle of matter proceeds from him.

3. The Macedonian kingdom in Syria ceased after the defeat of Antiochus by

Scipio Asiaticus about 200 years before the Christian era; it then became a Roman province.

4. The army of Alexander in their passage from the Indus to Babylon visited the Indian Ocean. The fleet in which his army sailed was commanded by Nearchus. It steered from Attock to Babylon. The sea rejoined the land force on the banks of the Tigris.

5. The most striking difference between the character as rulers of Trajan and Hadrian consisted in this, that while the former attempted to extend the limits of the empire by new conquests, the latter was of opinion that the empire should be bounded within the limits prescribed by the judicious policy of Augustus: he therefore restored the provinces lately conquered by his predecessor. It is said, that Trajan could scarcely remain three months together in the capital, whereas his successor always remained at Rome.

6. The licentious and atrocious conduct of Heliogabalus had entirely disseminated the minds of the Pretorian guards, who were then the sole disposers of the empire. He was governed by his mother, a woman of infamous character, and this circumstance put a flame to the rage of the already provoked guards, and terminated in the elevation of Maximin.

7. The beginning of the reign of Diocletian was remarkable for the victories gained by him over the Panonians, and over the barbarians who infested the northern part of the empire. While Diocletian was thus victoriously carrying his arms, he astonished the world by abdicating the throne of the world, and preferring to retire as a private man into his native country of Dalmatia. The event alluded to as similar to one of the events in the history of Charles V. of Germany, was his abdication.

9. The principal events in the reign of Henry VII. of England were the plots of Lambert Simnel, instigated by Simon, Bishop of Oxford, who counterfeited the Duke of Warwick, his failure and imprisonment; and of Perkin Warbeck, who gave out himself as Richard Duke of York, son of Edward IV., his intended war with Charles VIII. of France, and preparation for that event. The latter circumstance would have deserved no mention, had it not been for the fact that he levied taxes, (particularly that which is known in history by the name of benevolence, abolished by the statute of Richard III., a measure which rendered that tyrant popular,) under the pretence of the French war. The constant aim of Henry was to check the exorbitant power of the nobility; it was a policy wise indeed, since it saved the kingdom from the aristocratical tyranny, but his motive was selfish. His reign was the termination of the middle ages, and with him begins the constitutional history of England. It was in his time that the passage round the Cape of Good Hope was discovered by Vasco de Gama, and the discovery of America by Christopher Columbus took place. The police throughout the greater part of the reign of Henry was in a disordered state, and not much care was taken.

10. The civil wars broke out in the time of Charles I. from the circumstances of raising ship-money, of levying benevolence, and several other taxes not voted by the Parliament. This breach of the constitution was sufficient to raise a spirit of opposition, and the parliamentarians began to show symptoms of resisting the king in his proceedings. The unfortunate king, doomed to pay dearly for the faults of his predecessors, paid no regard to the remonstrances of the nation. The people at last made a petition to the king, called the petition of rights, and compelled him to sign it. But Charles violated the deed which he signed. Now the popular fury knew no bound, and thus broke out the civil war of England. The Court of Star Chamber was a court composed of judges elected by the king, to take cognizance of matters such as out of ordinary course of things. The judges continue in their office according to the pleasure of the king.

11. The principal events in the reign of Queen Anne, was the union of England and Scotland in jurisdiction. The French war, in which the Duke of Marlborough made himself conspicuous, by the glorious victories of Blenheim, Malplaquet, and Ramillies.

The succession to the throne was settled to the Elector of Hanover, the grandson of Princess Sophia, daughter of James I.

The principal statesmen of this period were Hailly, the Duke of Oxford, Bolingbroke, and several others.

The literary characters of that period were Alexander Pope, John Dryden, Joseph Addison, Savage, Butler, Gray, and several other minor wits.

12. The reign of Akbar is a glorious epoch in the history of the Moguls. He

was himself a lover of justice, and administered it among his subjects with impartiality. He made no distinction between the Mahomedans and the natives, and hence he was loved by almost all. He usually resided at Delhi. The principal characters of his court were Mahummud Khanjehrn, Surfan Khan, and Amirhusen.

13. Shahjehan, the father of Aurungzebe, fell sick, when the latter was in the Deccan. He hasted to the capital, and here threw his father into prison by intrigues, which put an indelible stain on his memory, and thus ascended to the throne of Delhi. He had his three brothers competitors in the beginning, whom he overcame by means equally unjust and disgraceful.

Aurungzebe afterwards had an extraordinary rival in the person of a woman, who, by her bounties to the Faqueers, collected a large number of them, who declared her empress. In the beginning Aurungzebe took no notice of the matter, but when the rabble about her had been rendered invulnerable, it was given out, by her enchantment, her followers began to increase, and Aurungzebe then became sensible of the danger which threatened him. But happily Aurungzebe had an equal degree of fame for sanctity; he wrote some illegible characters on a slip of paper, and put it on the head of a spear; the imperial troops being thus encouraged, soon gained a victory over the rabble, and they were dispersed.

The character of Aurungzebe was a mixture of many vices, with a few counterbalancing virtues. He was extremely selfish, and unscrupulous of committing any means which would serve his purpose. He was superstitious to the highest degree. But as a ruler Aurungzebe must be confessed an able sovereign. Sevajee was the son of Dadajee, a Maharatta chief. He came in collision with Aurungzebe in the Deccan in his conquest; and on one occasion taken prisoner to Delhi, he escaped from his prison by an artifice, and continued for several years an enemy to Aurungzebe.

14. The battle of Gheria was fought between Sarfraz Khan and Aliverdy Khan; Aliverdy was successful, and he became the Soobadar of Bengal.

SAMKRISTO PAULIT.

Now it will be recollected that all these answers were written from memory, and without any assistance; and the scholars, therefore, proved themselves indeed worthy of their scholarships.

The mistakes of the scholars are preserved in the above replies.

Scholarship Examination Questions, 1843-4.

LITERATURE.—*Senior.*

He thought, also, there was found in the mind of man an affection naturally bred and fortified, and furthered by discourse and doctrine, which did pervert the true proceeding towards active and operative knowledge.

This was a false estimation, that it should be as a diminution to the mind of man to be much conversant in experiences and particulars, subject to sense, and bound in matter, and which are laborious to search, ignoble to meditate, harsh to deliver, illiberal to practise, infinite as is supposed in number, and no ways accommodated to the glory of arts.

This opinion or state of mind received much credit and strength by the school of Plato, who thinking that particulars rather revived the notions or excited the faculties of the mind, than merely informed; and having mingled his philosophy with superstition, which never favoureth the sense, extolled too much the understanding of man in the inward light thereof; and again Aristotle's school, which giveth the due to the sense in assertion, denieth it in practice much more than that of Plato.

For we see the schoolmen, Aristotle's successors, which were utterly ignorant of history, rested only upon agitation of wit; whereas Plato giveth good example of inquiry by induction and view of particulars; though in such a wandering manner as if of no force or fruit. So that he saw well that the supposition of the sufficiency of man's mind hath lost the means thereof.

1. What is meant by, "That it should be as a diminution to the mind of man, &c."?

2. State in your own words the doctrine of Plato which is here alluded to.

3. What does the author mean by saying, "That superstition never favoureth the sense?"
4. State in your own words what (according to the author) is "the difference between the school of Plato and Aristotle in assertion, and what is the difference in practice."
5. In what sense are the schoolmen here said to have been "utterly ignorant of history?"
6. What is meant by their resting only upon agitation of wit?
7. What is the meaning of the last sentence?
8. What is the scope of the whole passage?

Macbeth.—Two truths are told
 As happy prologues to the swelling act
 Of the imperial theme—
 This supernatural soliciting
 Cannot be ill; cannot be good.—If ill,
 Why hath it given me earnest of success,
 Commencing in a truth? I am Thane of Cawdor;
 If good, why do I yield to that suggestion,
 Whose horrid image doth unfix my hair,
 And make my seated heart knock at my ribs,
 Against the use of nature? Present fears
 Are less than horrible imaginings:
 My thought, whose murder yet is but fantastical,
 Shakes so my single state of man, that function
 Is smother'd in surmise; and nothing is
 But what is not.

1. "Two truths are told as happy prologues to the swelling act of the imperial theme."
2. What were the two truths, and what was the imperial theme?
3. "I am Thane of Cawdor."
4. What does Macbeth intend to prove by this assertion?
5. Explain "whose murder yet is but fantastical."
6. Explain "that function is smother'd in surmise."
7. Explain "and nothing is but what is not."

But sometimes virtue starves while vice is fed:
 What then? Is the reward of virtue bread?
 That vice may merit, 'tis the price of toil;
 The knave deserves it when he tills the soil;
 The knave deserves it when he tempts the main,
 Where folly fights for kings, or dives for gain.
 The good man may be weak, be indolent:
 Nor is his claim to plenty, but content;
 But grant him riches, your demand is o'er?
 No—shall the good want health, the good want power?
 Add health and power, and every earthly thing,
 Why bounded power? why private? why no king?
 Nay, why external for internal given?
 Why is not man a god, and earth a heaven?
 Who ask and reason thus will scarce conceive
 God gives enough while he has more to give;
 Immense the power, immense were the demand:
 Say, at what part of nature will they stand?
 What nothing earthly gives, or can destroy,
 The soul's calm sunshine and the heartfelt joy,
 Is virtue's prize.

Write a paraphrase of this passage from Pope, in prose, substituting for every interrogation a corresponding affirmation, and for every pronoun the noun which it represents.

[*To be continued.*]